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ABSTRACT

In 1968, the Nevada State Department of Education initiated the establishment of 2 ESEA (Elementary and Secondary Education Act) Title III supplementary centers to aid rural Nevada schools in educational planning. The stated mission of the centers was to assist member school districts in developing new and/or improved educational programs as a result of professional services related to projects adopted by the governing board of the centers. Statistical data and a narrative report are presented in this first volume of the end-of-the-project report. Statistical data are presented in terms of general project information, total school enrollment and project participants, Title III project staff, and services offered. The narrative report emphasizes project accomplishments in terms of state, regional, and center level goals and objectives. An evaluation summary is included, along with a general summary of major changes noted, spin-off activities, project modifications, assistance to other Federal projects, and meeting original educational needs. Appendices provide additional information on the Eastern and Western Nevada Regional Centers. (PS)

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END OF PROJECT REPORT

1968-1971

VOL. I

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STATISTICAL DATA AND NARRATIVE

June 26, 1971

RC006097

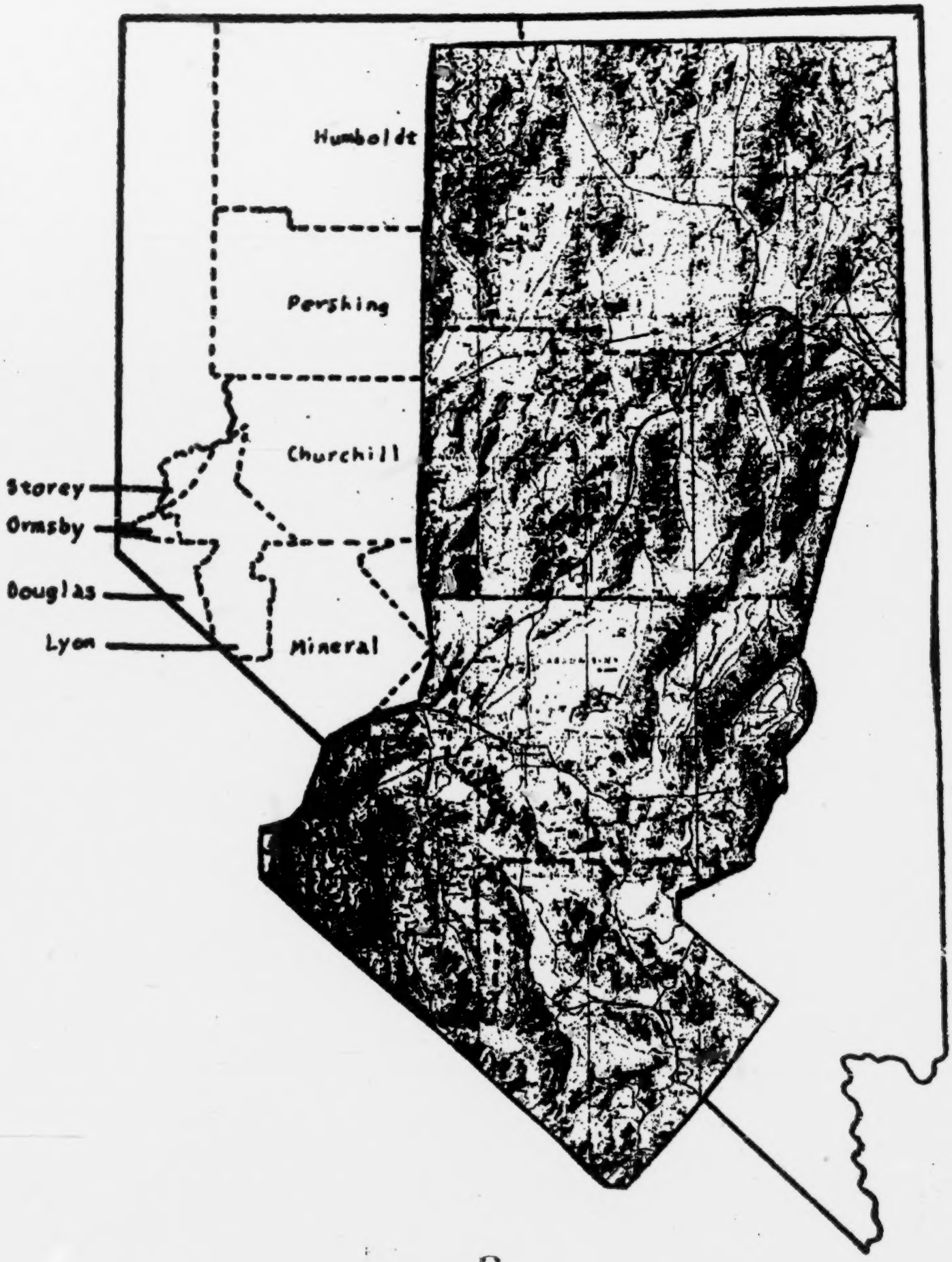
WESTERN NEVADA REGIONAL EDUCATION CENTER

220 Main Street
P. O. Box 421
Lovelock, Nevada 89419

Tel. (702) 273-2631

ESEA TITLE III 1965

This is WN-REC Country



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1. Characteristics of Overage Students - District G
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3. Calculation of IQ from Stanford Achievement Test Subscores

Overage Students and Students in Lowest Quartile
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PART I

STATISTICAL DATA

Nevada State Department of Education
Federal Relations and Programs Branch
Heroes' Memorial Building
Carson City, Nevada 89701

PROJECT NUMBER					
S.D.E. USE ONLY	STATE	FISCAL YEAR	COUNTY	PROJECT	CONT. CODE

END OF PROJECT YEAR REPORT

PART I - STATISTICAL DATA

Elementary and Secondary Education Act, Title III, P. L. 89-10, As Amended

SECTION A - GENERAL PROJECT INFORMATION

1. **PROJECT TITLE**

Western Nevada Regional Education Center

2. **APPLICANT** (Local Education Agency)

Pershing County School District

3. **ADDRESS** (Number, Street, City, Zip Code)

P.O. Box 389
Lovelock, Nevada 89419

4. NAME OF COUNTY

Pershing

5. **NAME OF PROJECT DIRECTOR**

Victor M. Hyden, Jr.

6. **ADDRESS** (Number, Street, City, Zip Code)

P.O. Box 421
Lovelock, Nevada 89419

Phone Number

273-2631

Area Code

702

I hereby certify that the information contained in this report is, to the best of my knowledge, correct and the local educational agency named above has authorized me as its representative to file this report.

PERSON COMPLETING REPORT (Name and Title)

Marvin Killfoil, Superintendent
Pershing County School District

DATE SUBMITTED

August 10, 1971

EDN 89-10-17
(3/70)

SECTION B--TOTAL SCHOOL ENROLLMENT AND PROJECT PARTICIPANTS

1.		Pre-Kinder-garten	Kinder-garten	Grades 1-6	Grades 7-12	ADULTS (Exclude teachers receiving inservice training)	Teachers Receiving Inservice Training	Totals
a. ENROLLMENT of School District(s) Served	(1) Public Schools	--	947	6,998	6,239			14,184
	(2) Nonpublic Schools	--	24	210	309			543
b. Number of Persons Directly Participating in Project	(1) Public Schools	--	125	6,998	6,239	32	--	13,394
	(1) Nonpublic Schools		--	156	304		--	460

2. TOTAL NO. & PERCENT OF PARTICIPANTS BY ETHNIC GROUPS (applicable to figures given in Sec. B-1-b)

White		Negro		American Indian		Oriental American		Spanish Surname		Other (Specify)		Total	
No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
11,264	81.3	314	2.3	1,417	10.2	45	0.3	743	5.4	71	0.5	13,854	100.0

3. RURAL/URBAN PERCENTAGE DISTRIBUTION OF PARTICIPANTS BEING SERVED BY PROJECTS*

PARTICIPANTS	REMOTE RURAL		RURAL		STANDARD METROPOLITAN AREA		Other Urban
	Farm	Non-farm	Farm	Non-farm	Low-socio-Economic Area	Other	
PERCENT OF TOTAL NUMBER SERVED (Based on total given in Section B-1b)	13.1	64.4	2.3	20.2	--	--	--

*REMOTE RURAL means an outlying area of less than 5,000 inhabitants.

RURAL means an outlying area of more than 5,000 inhabitants but less than 15,000 inhabitants.

STANDARD METROPOLITAN AREA – LOW-SOCIO-ECONOMIC AREA means an area with low-socio-economic levels within a city of 50,000 inhabitants or more.

OTHER means areas in cities of 50,000 inhabitants or more other than those with low-socio-economic levels.

OTHER URBAN means areas with less than 50,000 inhabitants but more than 15,000 inhabitants.

The total percent distribution must total 100%.

SECTION C—TITLE III PROJECT STAFF*

PERSONNEL PAID BY TITLE III FUNDS (Report FTE in decimal fractions)

TYPE OF PAID PERSONNEL (1)	REGULAR STAFF ASSIGNED TO PROJECT				NEW STAFF HIRED FOR PROJECT			
	Number Full-Time in Function (2)	Part-Time in Function		Total Full-Time Equivalency (Col. 2+4) (5)	Number Full-Time in Function (6)	Part-Time in Function		Total Full-Time Equivalency (Col. 6+8) (9)
		Number of Persons (3)	Full-Time Equiv. (4)			Number of Persons (7)	Full-Time Equiv. (8)	
1. ADMINISTRATION-SUPERVISION					1			1
2. TEACHER (a) PREKINDERGARTEN								
(b) KINDERGARTEN								
(c) GRADES 1 - 6								
(d) GRADES 7 - 12								
(e) OTHER (Specify)								
3. SPECIALISTS (Other than regular teachers): ARTISTS, SCIENTISTS, MUSICIANS, ETC.								
4. TECHNICIANS (Audiovisual, Computer Specialists, etc.)								
5. PUPIL PERSONNEL WORKERS (Counselors, Social Workers, Psychologists, Attendance Workers)								
6. MEDICAL, HEALTH, AND PSYCHIATRIC PERSONNEL								
7. RESEARCHERS, EVALUATORS					1			1
8. PLANNERS AND DEVELOPERS								
9. DISSEMINATORS (Writers, Public Relations Personnel, Editors, etc.)								
10. OTHER PERSONNEL					2			2
11. PARAPROFESSIONAL, TEACHER AIDES, ETC.								
12. OTHER NON-PROFESSIONAL (Clerical, Bus Driver, etc.)						1	.5	.5

*Give the number of persons to be paid with Title III funds in the various categories indicated. Pupil personnel workers also include guidance personnel, social workers, and psychologists.

Regular staff refers to personnel who were employed by the school systems prior to the Title III project. Full- or part-time refers to time spent working in a particular function.

Staff members who administer inservice training should be identified in Section D, item 2(e), columns (2) through (9). Insert "Inservice" after "Other".

COLUMNS (2) and (3): Give the number of regular staff members assigned to projects. Full- and Part-time personnel may have part-time assignments in more than one function.

COLUMN (4): To compute full-time equivalency (FTE), add the total number of hours worked per week by part-time per sonnel and divide by the number of hours in the usual full-time work week.

COLUMN (5): Add totals of columns (2) and (4).

COLUMNS (6) - (8): Give the number of new staff members hired specifically for Title III projects.

COLUMN (9): Add totals of columns (6) and (8).

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(3/70)

SECTION D—SERVICES OFFERED, PERSONS DIRECTLY SERVED, AND ESTIMATED COST OF SERVICES FOR ALL PROJECT ACTIVITIES DURING PROJECT YEAR.

(Persons, estimated cost and number of projects may be counted more than once)

MAJOR PROGRAMS (1)	NUMBER OF PUPILS BY GRADE LEVEL (Public and nonpublic schools)				Number of Nonpublic School Pupils (6)	Out of School Youth (7)	ADULTS (Exclude teachers receiving training) (8)	Teachers Receiving Inservice Training (9)	Total Number of Participants (10)	Total Estimated Cost (11)
	Prekindergarten (2)	Kindergarten (3)	1-6 (4)	7-12 (5)						
1. Development, Planning, Evaluation or Dissemination Activities									14,184	$ 90,272.
2. Better Utilization of Inservice Educational or Instructional Personnel										
3. Program for Institutional Improvement (*Organization, Administration, Management*)										
4. Educational Centers Serving a Large Area										
5. Improving or Expanding Curriculums										
Art (music, theater, etc.)										
English, Language Arts										
Foreign Languages										
Mathematics										
Sciences										
Social Studies/Humanities										
Vocational Skills and Attitudes										
Other Areas										
6. Educational Technology Media Computers										
TV/Radio										
Other (*Specify*)										
7. Improving Classroom Instruction Flexible Scheduling, Individual Instruction										
Other (*Specify*)										

EDN 89-10-17 (3/70)

SECTION D—Continued

MAJOR PROGRAMS (1)	NUMBER OF PUPILS BY GRADE LEVEL (Public and nonpublic schools)				Number of Nonpublic School Pupils (6)	Out of School Youth (7)	ADULTS (Exclude teachers receiving training) (8)	Teachers Receiving Inservice Training (9)	Total Number of Participants (10)	Total Estimated Cost (11)
	Prekinder-garten (2)	Kinder-garten (3)	1-6 (4)	7-12 (5)						
8. Remedial and Special Education Handicapped										
Gifted										
Remedial Reading										
Speech and Hearing										
Other (*Specify*)										
9. Pupil Personnel Services Guidance										
Social Work										
Health (*Medical, Nursing, Physchiatric, etc.*)										
Psychological										
Attendance										
10. Community Service or Participation										
11. Meeting Critical Educational Needs Urban										
Rural		947	6,998	6,239	543		32			$90,272.
Handicapped										
Early Childhood										
Vocational										
Minority Groups										
12. Summer Programs										

EDN 89-10-17 (3/70)

TABLE I

IN-SERVICE EDUCATION FUNDED BY TITLE III

Activity Assignment	YEAR 1		YEAR 2		YEAR 3	
	Number of Partici-pants	Average Number of Training Hours	Number of Partici-pants	Average Number of Training Hours	Number of Partici-pants	Average Number of Training Hours
1. DIRECTION AND MANAGEMENT						
2. TEACHING	8	8/person	10	45/person	22	30/person
3. TEACHING AIDE						
4. SUPERVISION			10	45/person	10	30/person
5. OTHER PROFESSIONAL						
6. NON-PROFESSIONAL						
7. TOTAL	8	8/person	20	45/person	32	30/person
8. PARENTS						
9. OTHER COMMUNITY PERSONS	4	20/person				
10. TOTAL	4	20/person				

TABLE 2

TITLE III PROJECT FUNDING SUMMARY

	DATE		SOURCES				
	From	To	Title III Grant	Other Federal*	Local	Total Budget	Total Expenditures**
YEAR 1	6/27/68	9/5/69	$ 97,786.	--	--	$ 97,786.	$ 97,716.36
YEAR 2	9/6/69	6/26/70	88,702.	--	--	88,702.	88,676.75
YEAR 3	6/27/70	6/26/71	100,266.	--	--	100,266.	89,996.96
TOTAL			$286,754.			$286,754.	$276,390.07

*Please identify.

**Include funds obligated as well as expended.

EDN 89-10-17
(3/70)

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NEVADA STATE DEPARTMENT OF EDUCATION
CARSON CITY, NEVADA 89701

TITLE III ELEMENTARY AND SECONDARY EDUCATION ACT
PROPOSED BUDGET SUMMARY/EXPENDITURE REPORT

Name and Address of Agency:
Pershing County School District
P.O. Box 389
Lovelock, Nevada 89419

Project #: **38-68-06706-2**

Grant #: **NSDE-014-006-70**

[ ] Proposed Budget Summary
[ ] Negotiated Budget Summary
[ ] Estimated Expenditure Report
[x] Final Expenditure Report

Funds for Special Education Programs for Handicapped Children Included in This Project $ _____

BUDGET PERIOD: Begin: 6/27/70 End: 6/26/71

ACCOUNT NO. (1) STATE	FEDERAL	EXPENDITURE ACCOUNTS (2)	SALARIES (3)	CONTRACT (4)	OTHER (5)	TOTAL (6)
100	100	ADMINISTRATION				
110	110	Certified Salary	[1,654.00]			
120	115	Non-Certified Salary	[1,587.40]			
190	120	Contract Service		734.27		
190	130	Other Expenditures			1,019.78	
		ADMINISTRATION TOTAL				[1,487.35]
200	200	INSTRUCTION				
211	211	Salaries, Direct. & Man.	[2,450.00]			
212	212	Salaries, Supervision				
213-214						
215	213	Salaries, Teachers				
216	214a	Salaries, Librarian				
217	214c	Salaries, Guidance				
220	215	Salaries, Sec. & Cleric.	2,084.77			
220	216	Salaries, Non-Cert. Inst.				
230	220	Supplementary Textbooks				
240	230	Library & A.V. Materials				
291	240	Instructional Supplies				
292	250	Other Expense-Instruction			815.55	
292	250c	Contract Services		9,495.64		
		INSTRUCTION TOTAL				9,945.96
310	300	ATTENDANCE SERVICES				
311	310	Salaries				
319	320	Other Expense				
		ATTENDANCE SERVICES TOTAL				
320	400	HEALTH SERVICES				
321	410	Salaries				
329	420	Other Expense				
		HEALTH SERVICES TOTAL				
400	500	PUPIL TRANSPORTATION				
410-420	510	Salaries				
491	520	Contract Services				
499	560	Other Expense				
		PUPIL TRANSPORTATION TOTAL				
500	600	OPERATION OF PLANT				
520	610	Salaries	[88.00]			
599	620	Contract Services				
591	630	Heat for Buildings				
592	640	Utilities				
595	650	Supplies			1,671.95	
599	660	Other Expense			469.22	
		OPERATION OF PLANT TOTAL				2,053.17

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PROPOSED BUDGET SUMMARY/
EXPENDITURE REPORT

NEVADA STATE DEPARTMENT OF EDUCATION
TITLE III
ELEMENTARY AND SECONDARY EDUCATION ACT

ACCOUNT NO. (1) STATE	FEDERAL	EXPENDITURE ACCOUNTS (2)	SALARIES (3)	CONTRACT (4)	OTHER (5)	TOTAL (6)
600	700	MAINTENANCE OF PLANT				
620	710	Salaries				
690	720	Contract Service				
630	730	Replacement of Equipment				
690	740	Other Expense			238.08	
		MAINTENANCE OF PLANT TOTAL				238.08
700	800	FIXED CHARGES				
721	810a	State Retirement			[98.86]	
722	810b	Social Security				
732	820b	Employee Insurance			[81.96]	
740	830	Rent			[300.00]	
790	850	Other Expense				
		FIXED CHARGES TOTAL				[480.82]
330	900	FOOD SERVICE				
331-332	910	Salaries				
339	920	Other Expense				
		FOOD SERVICE TOTAL				
340	1000	STUDENT BODY ACTIVITIES				
341-342	1010	Salaries				
349	1020	Other Expense				
		STUDENT BODY ACT. TOTAL				
370	1100	COMMUNITY SERVICES				
371-372	1110a	Salaries, Recreation				
379	1110b	Other Expense, Recreation				
379	1120	Civic Activities				
379	1150	Welfare Activities				
379	1160	Non-Public School Expense				
		COMMUNITY SERVICES TOTAL				
SUB TOTAL (100-1100)			[3,694.63]	10,229.91	3,733.76	10,269.04
900	1200	CAPITAL OUTLAY				
930	1210	Sites				
941	1220	Buildings				
942	1220c	Remodeling				
952	1230c	Equip. for Instruction				
951-958	1230	All Other Equipment				
		CAPITAL OUTLAY TOTAL				
SUB TOTAL (1200)						
		GRAND TOTAL (100-1200)				10,269.04

M Arwin Pickford
SIGNATURE OF AUTHORIZED REPRESENTATIVE

9/10/71
DATE OF SIGNATURE

Pershing
COUNTY

EDN 89-10-17
Page 8 1/71

PART II

NARRATIVE REPORT

IT IS AN AMAZING FACT THAT OUR SCHOOLS AND COLLEGES KNOW LITTLE OF THE RESULTS OF THEIR WORK. IT IS EVEN MORE AMAZING THAT THEY SELDOM ATTEMPT SERIOUSLY TO FIND OUT WHAT CHANGES SCHOOLS BRING ABOUT IN STUDENTS.

(EIGHT-YEAR STUDY, MILFORD M. AIKEN)

THIS REPORT IS ABOUT THE EFFORTS OF EIGHT SCHOOL DISTRICTS IN NEVADA AND THEIR REGIONAL SERVICE CENTER TO "DO SOMETHING" ABOUT THE ABOVE CONDEMNATION.

SECTION A - PROJECT ACCOMPLISHMENTS

1. Introduction to WN-REC

In the spring of 1968 the Nevada State Department of Education initiated, and seventeen county school districts supported, the establishment of two ESEA Title III supplementary centers to aid rural Nevada schools in Educational planning. The Western Nevada Regional Service Center, later changed to Western Nevada Regional Education Center (WN-REC), was located in Lovelock and the Eastern Nevada Regional Service Center in Ely. The State's two urban complexes, Washoe County (Reno) and Clark County (Las Vegas) were judged as having existing planning capabilities.

The Western Center became operative in July 1968, but was not fully staffed until December, 1968. The Western Region's Board of Directors, consisting of the eight district school superintendents, immediately adopted the following WN-REC Mission:

> TO ASSIST MEMBER SCHOOL DISTRICTS IN DEVELOPING NEW AND/OR IMPROVED EDUCATIONAL PROGRAMS AS A RESULT OF PROFESSIONAL SERVICES RELATED TO PROJECTS ADOPTED BY THE GOVERNING BOARD OF THE CENTER.

This statement permitted the Board to emphasize the purpose for which the Center was funded - developing an educational information system for use at all levels of education in Nevada. It also provided for in-Region planning assistance in related areas. The mission and supporting goals will be discussed in Chapter 2.

2. Introduction to Goals/Objectives

A Center staff analysis of many published statements about the purposes and/or hopes associated with the establishment and operation of the Western Center revealed three distinct goals/objectives origination strata. Stratum one can be referred to as the "State Level Goals/Objectives". Stratum two becomes "Regional Level Goals/Objectives" and stratum three is "Center Goals/Objectives".

These distinctions are adopted for use in this final report. They provide a framework within which to report accomplishments and/or disappointments. They also provide readers with a flow of development activities as well as quick reference to any stratum of particular interest to them - at State, Regional or Center level.

The authors of the final report found it necessary to distinguish between the terms "goal" and "objective" as follows:

Goal - A statement of broad direction, purpose, or intent - general and timeless.

Objective - Desired accomplishment which can be measured within a given time frame - supporting and contributing to the achievement of established goals.

In preparing this report, the Center staff repeats terms originally applied by an agency or individual. To the semantic purist this seeming inconsistency of term usage might be irritating. However, any irritation should be minor and shortlived.

CHAPTER 1 STATE LEVEL GOALS/OBJECTIVES SUMMARY

State Level Goals/Objectives

"The Primary Mission Of The Center Will Be To Design An Educational Management Information System So That Uniform Base Need Data Will Be Utilized In The Development Of Educational Programs."

Proposal: Western Nevada Regional Service Center
May, 1968

So states the Esea Title III proposal submitted by the Pershing County School District on behalf of the eight districts comprising the Western Region.

While this statement remains the principle focal point for Center performance accountability, other evidences of state level concern are found in two other documents:

"The ultimate goal in developing regional resource centers would be the attainment of statewide long-range planning and coordination of developmental activities for the improvement of education for all children in the state."

Resolution: Nevada State Board of Education
March 28, 1968

"To develop a comprehensive and logical system for improving education in each of the state's seventeen counties through cooperative federal-state-local arrangements."

State Plan for Title III, ESEA,
Spring, 1960

The above statements grew out of the needs assessment activities of state level agencies. They also display a consistency of purpose and uniformity of agreement in planning, promoting, and establishing the two regional centers.

Eight performance objectives were incorporated in the foundation documents:

"1. The design of an educational management information system.

"2. The application of the educational management information system to obtain a uniform data base.

"3. The identification of priority educational needs based upon a uniform data base.

"4. The development of immediate and long range educational goals.

"5. The development of educational program strategies and alternatime treatments at the school district and regional level.

"6. The development of operational management strategies for comprehensive educational programs within the region.

"7. The development of process and product evaluative designs and feedback mechanisms for educational programs within the region.

"8. The development of dissemination - diffusion models and demonstrations for the replication and adoption of educational programs within the region."

Evaluation Findings

Reporting the extent to which the state level goals/objectives were met is the purpose of this final report. Such factors as "design an EMIS", "apply data", "obtain uniform data base", "identify needs", "establish goals" and "develop strategies" will be discussed in succeeding chapters. However, two evaluation strategies conducted at the project's operational mid-point and at termination provide important findings.

In response to the expressions of some district superintendents within the state (non-Western Region in origin), the Title III State Advisory Council funded a program audit for both Centers in March, 1970. Professors Paul Ford and Arnold Tjomsland, Washington State University, conducted the

study utilizing, primarily, field interview techniques within both regions. A copy of the Western Region's portion of the auditor's report is found in an Appendix to this volume (Audit of Title III).

The auditors transformed several of the original state level objectives into performance criteria. These became check-points with which to measure, via informal interviews with professional and non-professional people, the extent to which the original objectives were being met as of March, 1970.

Performance criterion number one is, "The overall Center work-design is consistent with the direction outlined in the original program proposal". The auditors concluded:

> "A high degree of consistency exists between the direction outlined in the original Title III proposal (May, 1968) and in the direction taken by the Western Nevada Regional Service Center. The time line for accomplishment of objectives as originally set forth will not be met.
>
> "Comment: Minutes of the Regional Board of Directors' meetings and the activities outlined by the Program Advisory Committee in its prepared agendas substantiate the fact that significant efforts have been expended by these groups toward achieving the goals outlined in the original Center proposal. Work now underway and in various stages of completion by the Center staff follows the hierarchial order as established in the May, 1968 request for financing from the U.S. Office of Education. Even under the most favorable conditions it does not appear that all of the six objectives set forth in the original proposal could be accomplished within the parameters of the original schedule for work. This opinion is concurred in by members of the various committees active in Center work."

Fourteen months after the above mid-point program audit by Ford and Tjomsland, the Center governing board contracted with Les Blackmore and Blaine Wishart of the Educational Resources Associates, Sacramento, for a WN-REC impact study. Its primary purpose was to assess the impact of the WN-REC on educational change within the Region. This study, completed

on June 8, 1971, will be referred to several times during this report. The full report is included in an Appendix to this volume as: An Impact Study.

A conclusion from this report pertinent to this chapter on state level goals/objectives follows:

> "Obviously, accomplishments did not match hopes. A greater impact could be achieved through improved ways and means for:
>
> "(a) Obtaining agreement on, and commitment to, precise, relevant objectives for a center through a greater degree of involvment and participation.
>
> "(b) Maintaining continuous, meaningful communications with those affecting and those affected by the operation of a center.
>
> "(c) Matching resources (time, money, and people) to the success requirements for meeting objectives.
>
> "Perhaps the resource in shortest supply for more nearly achieving the hopes of the WN-REC Project was the resource of 'time'. Henry Ford reported, 'The Edison Company offered me the general superintendency of the company but only on condition that I would give up my gas engine and devote myself to something really useful'. Time is priceless for development of new products and services. As Peter Drucker clearly shows in Managing for Results, 'Results are obtained by exploiting opportunities, not by solving problems'. The evaluation of WN-REC leaves a nagging suspicion that here was an 'opportunity' without enough time for development because priorities were given to 'something really useful'."

If there is one obvious agreement between the two independent studies it is that resources committed did not match the original hopes.

Previous to these evaluation findings, particularly the 1970 audit, WN-REC had realized the improbability of fully meeting all objectives stated in the original proposal - at least within what amounted to a two and one-half year time period.

Therefore, internal adjustments were made relative to the eight districts' Regional goals and the Center objectives - agreed to by the State when two continuation proposals were approved and two additional federal grants were made. Essentially the Student Information System portions of Objectives 1, 2, 3, 5 and 7 above were emphasized with lesser emphasis on Objectives 4, 6 and 8 as they grew out of the major objectives either as pilot projects or as part of the design and testing of the Student Information System.

CHAPTER 2 REGIONAL LEVEL GOALS/OBJECTIVES SUMMARY

A. GOAL #1 - Educational Information System

> To Develop An Educational Information System Which, When Implemented In Part Or In Total, Will Provide Selected Data/Information For Use By Individuals And Groups Within The Districts, Region, And State In Educational Planning And Decision-Making. (Objectives and Procedures, 1969-70) *

The above goal was realized. Such a system was developed. It provided data for use within the Region. All procedures and evaluation findings relative to meeting this goal are described in Chapter 3 in which the three sub-divisions, Student, Curriculum, and Personnel are discussed.

* The Center goals from the internal memorandum: Objectives and Procedures, 1969-70, have been reprinted in the pamphlet: Developing an Educational Information System included in the SYSTEMS BOOK (Vol. II of this report).

B. GOAL #2 - Public Involvement

> To Productively Involve Persons And Organizations Representative Of The General Public In Continually (1) Assessing Learner Needs, (2) Identifying Educational Problems, and (3) Evaluating Educational Performance. (Objectives and Procedures, 1969-70) *

The original Center proposal did not obligate itself so strongly in terms of promoting public participation in educational planning. However, further Federal concerns, State concerns, and Center Realizations mandated establishing this important goal in 1969. Its relative lack of attainment was a continuing concern to the Center staff. Admittedly it is sometimes difficult for a new coordinating agency to insert itself into the educational planning activities of the districts it serves. However, such an agency has the advantages of neutrality, newness, special resources, and relative freedom of procedures. These strengths should have been utilized more significantly in attempting to attain this goal - which was not achieved.

* See Developing an Educational Information System in the SYSTEMS BOOK (Vol. II of this report).

C. GOAL #3 - Change Awareness

> To Supplement Existing Efforts In Promoting An Increased Awareness Of Emerging Changes In Educational Goals, Programs, And Procedures. (Objectives and Procedures, 1969-70)*

Blackmore and Wishart in their impact study report (see Appendix: An Impact Study), presented evidence which supports the conviction that this goal was met.

District and non-district people interviewed were asked to list what they considered to be significant emerging changes in education. They also were asked to identify those outside sources which had made them aware of the changes. The following table displays the results.

Emerging Changes Identified		Outside Sources by Frequency of Mention			
Category	Number of Responses	State Dept.	University	WN-REC	Other
Curriculum	32	18	20	15	12
School Administration	16	6	6	6	14
Students	19	6	8	8	13
Regionalism	3	1	2	3	--
Total	70	31	36	32	39

The evaluators commented:

> "The State Department of Education, the University, WN-REC, as well as other outside sources were involved about equally in promoting awareness of significant changes in education. The question concerning awareness did not attempt to determine relative importance of outside sources. The purpose, rather, was to identify which sources had played a role in this respect."

* See Developing an Educational Information System in the SYSTEMS BOOK (Vol. II of this report).

According to the impact evaluation team:

> "Based on the information presented in the preceding table, the WN-REC met its objectives to 'promote awareness of emerging changes in educational goals, programs, and procedures among school personnel'."

CHAPTER 3 CENTER LEVEL GOALS/OBJECTIVES SUMMARY

A. Data System Objectives

1. Data System Objective #1 - Student Information System

To Establish By The Summer Of 1971 A Regional Student Data Base For All Students, Grades One Through Twelve.

Student "profiles" incorporating previously introduced student data, were distributed to the participating districts during July 1971 - as promised. This was accomplished as a result of the following series of decisions/actions taken between 1969 and 1971:

1. Following the evaluation of collection procedures used in the 1969 fifth grade pilot, the Center staff revised collection procedure instruments and policies.

2. During 1969-70 the districts voted to expand their involvement in terms of student populations entered and the spectrum of data to be gathered.

3. The Board of Directors approved implementation of the data collection processes within their districts at their own cost.

4. Data collection training sessions were held throughout the Region preparatory to the districts' collecting the desired data. The data was collected by district personnel throughout the Region.

5. Further verification of the originally requested student data was accomplished during 1969-70 through consultation with

anticipated data users - teachers, principals, superintendents, and counselors.

6. The design and testing of a complete package of new computer programs and/or the debugging of available programs was completed at the State Data Processing Center in Carson City. This was done under contract with that agency.

7. Initial outputs were realized during March and April, 1970.

8. Standardized test results for virtually all 3rd and 8th grade students were added to the system in Spring and Summer of 1970.

9. Printouts of 9th grade SIS data were delivered and analysis was made of student performance as a function of the SIS variables - during Summer 1970. These technical reports were published and distributed throughout the district in Summer and Fall of 1970 (included in Vol. III - Technical Reports - Part I)

10. Student background data was collected from most students at the 8th grade level and below and for some high school students, during the Spring, Summer and Fall of 1970.

11. A conference of data collectors (largely clerical people in each district) was convened in Fall 1970. This group re-wrote the Data Collector's Handbook (included in THE SYSTEM BOOK, Vol. II of this report).

12. Preliminary printouts of the Student Information stored were processed in Winter of 1970. After compiling, these were

distributed to the districts during training sessions held in Spring 1971.

13. A University course was proposed which would deal with methods of using the SIS data - dropped because of insufficient enrollment.

14. Standardized test data was gathered for grade levels 1, 3, 6, 8 in Spring 1971 - stored in the SIS system in Spring and Summer 1971 and printouts distributed to the districts in Summer 1971. These results were analyzed in a technical report (See Vol. III - Technical Reports - Part I).

15. Analysis of 3rd grade student performances as a function of the SIS variables were made in Spring of 1971 and published and distributed in Summer 1971 (See Vol. III - Technical Reports - Part I).

16. Demonstration Pilot Projects were proposed at the beginning of the fiscal year - each utilizing data from the SIS and data from other sources, such as Personnel Information from the State Department's files, Fiscal Information from the State Department's reports, and Curriculum information from the school system involved. The first four listed on the following chart were carried out through the cooperation of the various school districts. The technical reports describing the results of these analyses are included in Vol. IV - Technical Reports - Part II).

WESTERN NEVADA REGIONAL EDUCATION CENTER

DEMONSTRATION PROJECTS

	3	4	5	6
ENT	EXPERIMENTAL CURRICULA-MINI-CLASSES	CURRICULUM FACTORS & STUDENT SUCCESS	PUBLICS' DATA/INFORMATION NEEDS	TEACHING CRITERIA
Y	PERSHING COUNTY PERSHING COUNTY HIGH SCHOOL	DOUGLAS COUNTY HUMBOLDT COUNTY	STATE DEPARTMENT OF EDUCATION DISTRICTS SCHOOLS	STATE DEPARTMENT OF EDUCATION UNIVERSITY SCHOOLS
ONSHIP ATA	DETERMINE CONGRUENCY OF MINI-CLASSES PROJECT GOALS TO OUTCOMES.	ANALYZE RELATIONSHIP OF CURRICULUM INFORMATION TO STUDENT SUCCESSES	IDENTIFY AND REPORT INFORMATION NEEDS OF SELECTED PUBLICS	COMPARE COLLEGE DETERMINED CRITERIA WITH EXPECTATIONS OF SCHOOLS/DISTRICT
1	PHASE #1 PILOT, 1970-71	PHASE #1 PILOT, 1970-71	PHASE #1 SURVEY, 1970-71	
	WN-REC: VICTOR HYDEN PERSHING COUNTY: DICK FRAZIER- CHAIRMAN PRINCIPAL, PCHS ELEANOR GOTTSCHALK, COUNSELOR, PCHS	WN-REC: TED BROUGH	WN-REC: VICTOR HYDEN	WN-REC: TED BROUGH

DEMONSTRATION PROJECTS

	1	2	3	4	5	
TITLE	STUDENT PERFORMANCE INDICATORS	PERSONNEL FACTORS & STUDENT PERFORMANCE	EXPERIMENTAL CURRICULA-MINI-CLASSES	CURRICULUM FACTORS & STUDENT SUCCESS	PUBLICS' DATA/INFORMATION NEEDS	TEACHIN CRITERI
AGENCY	CHURCHILL COUNTY E.C. BEST JUNIOR HIGH	HUMBOLDT COUNTY MINERAL COUNTY	PERSHING COUNTY PERSHING COUNTY HIGH SCHOOL	DOUGLAS COUNTY HUMBOLDT COUNTY	STATE DEPARTMENT OF EDUCATION DISTRICTS SCHOOLS	STATE D EDUCATI UNIVERS SCHOOLS
GOAL	ESTABLISH VISIBLE STUDENT DATA BASE FOR VOCATIONAL GUIDANCE	ANALYZE RELATIONSHIP OF PERSONNEL DATA TO STUDENT PERFORMANCE	DETERMINE CONGRUENCY OF MINI-CLASSES PROJECT GOALS TO OUTCOMES.	ANALYZE RELATIONSHIP OF CURRICULUM INFORMATION TO STUDENT SUCCESSES	IDENTIFY AND REPORT INFORMATION NEEDS OF SELECTED PUBLICS	COMPARE DETERMI WITH EX OF SCHO
DATES	PHASE #1 DESIGN, 1970-71 PHASE #2 IMPLEMENTATION 1971-	PHASE #1 PILOT, 1970-71	PHASE #1 PILOT, 1970-71	PHASE #1 PILOT, 1970-71	PHASE #1 SURVEY, 1970-71	
TASK FORCE	WN-REC: VICTOR HYDEN CHURCHILL COUNTY: BILL HAMMER-CHAIRMAN DON JOHNSON-PRINCIPAL E.C. BEST JUNIOR HIGH FENTON ROY-COUNSELOR E.C. BEST JUNIOR HIGH	WN-REC: TED BROUGH	WN-REC: VICTOR HYDEN PERSHING COUNTY: DICK FRAZIER- CHAIRMAN PRINCIPAL, PCHS ELEANOR GOTTSCHALK, COUNSELOR, PCHS	WN-REC: TED BROUGH	WN-REC: VICTOR HYDEN	WN-REC: TED B

17. An analysis of standardized test results for Spring 1971 was completed, published, and distributed to the districts in Summer of 1971 (See Vol. IV - Technical Reports - Part II).

18. THE SYSTEM BOOK for a Student Information System - describing various facets of the input and output portions of the SIS was published in Summer 1971 and distributed to the various school districts (included as Vol. II of this report).

Thus the design and testing phases of the student data base were completed. Twelve thousand of the fourteen thousand students in the Region were entered into the system - this includes data on all three information forms (Entry, Home, Personal) as well as standardized test scores (Stanford Achievement) for half the students (grades 1, 3, 4, 6, 8, 9, 10). Computer-based reports using this system were designed, printed and distributed. The computer system is now available for use. Sample pages from the reports now available are included in the Sample Book (See Vol. II - SYSTEMS BOOK).

The attainment of this objective resulted in an extensive data base with information concerning each student, his socio-economic background, his achievements, and his abilities. With this data bank available, along with the necessary reporting capabilities, various breakouts of the data are possible as needed by teachers, administrators, and community trustees. Complete profiles for each student enrolled can be printed out and made available to each teacher, counselor, and administrator involved in the education of that student. These can be used for individual counselling and remedial treatment. In addition, special reports for selected

segments of the student population can be compiled for use in planning special programs to meet the needs of groups of students. Students with a) disabilities, b) transportation problems, c) or special ethnic interests, for example, can be identified and ministered to.

Benefits will accrue to the students, primarily in the case with which early diagnosis can be made and remedial action taken. Teachers and administrators will benefit through increases in communication throughout the school system based on a commonly shared information base. The community should benefit as a result of having firm data available whenever inquiries concerning student progress are made. An improved dialogue capability between school people and the community should ensue.

Needs for changes in curriculum and possible directions for the changes should become more apparent as a result of this sharing of educational data. The strengths and weaknesses of curricular offerings as reflected in overall student achievement should be revealed.

One phase of school operations which will benefit greatly from the easily queried data base is that of student follow-up from one level of the school system to the other and beyond. This should give more flexibility and allow faster responses to needs in the curricular area. Quicker analysis of student success or failure in various curricula on a broad group basis rather than on an individual basis only, should allow the school systems involved to respond with needed changes. Since the entire Region is on the same data base, sharing of successes in

curricular offerings or experimental consolidations should be more easily made. The unique needs of those special groups that might require special programs can be met, perhaps, by cooperative arrangements between neighboring districts.

It is fully realized that not all students were fully entered into the SIS by Summer 1971. Home and Personal Data was still missing for many. The following chart illustrates the extent to which the student information was gathered and stored. The normal operation of the system with similar data processing commitments for future years, will add all students.

The flow chart following this discussion (Student Information System Status, March, 1970) illustrates the operation of the SIS and shows interactions with other data files. Since the structure of additional SIS data storage files have been defined it is a comparatively simple matter to add additional bits of data. The design of collection forms (and the proper coding) is the important consideration.

Several SIS sub-objectives were proposed which would make the SIS fully operational when completed. These sub-objectives are listed below:

Sub-Objectives

a. To design additional inputs and outputs from the student data system which are compatible with county school district needs.

b. To develop methods of interacting with other information storage and retrieval systems such as the State Department of Education's Personnel Information Data Bank and the Vocational Education Information System under development by the University of Nevada.

WN-REC
5/15/71

WN-REC STUDENT INFORMATION SYSTEM

DISTRICT COLLECTION RECORD BY GRADES, DATA

1969-1971

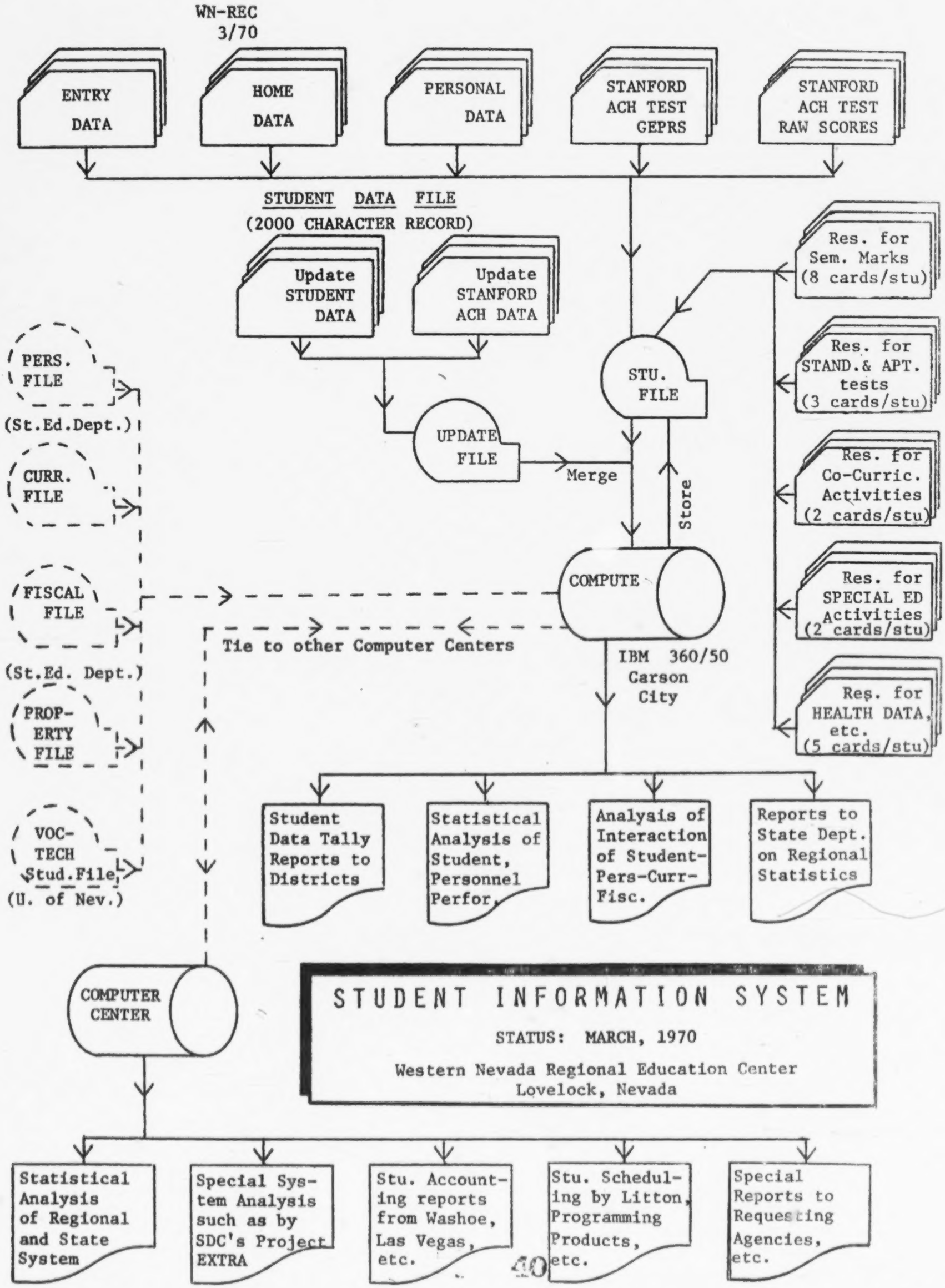
DISTRICT	DATA	GRADES K	1	2	3	4	5	6	7	8	9	10	11	12	NUMBER STUDENTS ENTERED
Carson City	Entry				x		x	x	x	x	x				1,736
	Home, Personal				x		x	x	x	x	x				
	Ach.Test Score	+		+	x		+		+	x	x				
Churchill	Entry		x	x	x	x	x	x	x	x	x	x	x	x	2,662
	Home, Personal		x	x	x	x	x	x	x	x	x	x	x	x	
	Ach.Test Score			+	x		+		+	x	x				
Douglas	Entry				x					x	x	x	x	x	593
	Home, Personal										x				
	Ach.Test Score	+		+	x		+		+	x	x				
Humboldt	Entry		x	x	x	x	x	x	x	x	x	x	x	x	1,614
	Home, Personal		x	x	x	x	x	x	x	x	x	x	x	x	
	Ach.Test Score	+		+	x		+		+	x	x				
Lyon	Entry		x	x	x	x	x	x	x	x	x	x	x	x	2,139
	Home, Personal		x	x	x	x	x	x	x	x	x	x	x	x	
	Ach.Test Score	+		+	x		+		+	x	x				
Mineral	Entry		x	x	x	x	x	x	x	x	x	x	x	x	1,884
	Home, Personal		x	x	x	x	x	x	x	x	x	x	x	x	
	Ach.Test Score	+		+	x		+		+	x	x				
Pershing	Entry		x	x	x	x	x	x	x	x	x	x	x	x	660
	Home, Personal				x						x				
	Ach.Test Score	+		+	x		+		+	x	x				
Storey	Entry		x	x	x	x	x	x	x	x	x	x	x	x	102
	Home, Personal		x	x	x	x	x	x	x	x	x	x	x	x	
	Ach.Test Score	+		+	x		+		+	x	x				
St. Theresa	Entry		x	x	x	x	x	x	x	x					220
	Home, Personal				x										
	Ach.Test Score			+	x		+		+	x					

															Number Students entered in System 11,610

x = Data collected in 1969-70 school year.

\+ = Test data for grades 1, 3, 6, 8 in Spring 1971 is stored as K, 2, 5, 7 grade data (students are stored on basis of 1969-70 school year placement).

All data collected (as indicated above) should be "promoted" one year inasmuch as it is presently stored on the grade placement of the students during 1969-70 school year.


WN-REC
3/70
ENTRY DATA
HOME DATA
PERSONAL DATA
STANFORD ACH TEST GEPRS
STANFORD ACH TEST RAW SCORES
STUDENT DATA FILE
(2000 CHARACTER RECORD)
Update STUDENT DATA
Update STANFORD ACH DATA
Res. for Sem. Marks (8 cards/stu)
Res. for STAND.& APT. tests (3 cards/stu)
Res. for Co-Curric. Activities (2 cards/stu)
Res. for SPECIAL ED Activities (2 cards/stu)
Res. for HEALTH DATA, etc. (5 cards/stu)
STU. FILE
UPDATE FILE
Merge
Store
PERS. FILE
(St.Ed.Dept.)
CURR. FILE
FISCAL FILE
(St.Ed. Dept.)
PROP-ERTY FILE
VOC-TECH Stud.File
(U. of Nev.)
COMPUTE
Tie to other Computer Centers
IBM 360/50 Carson City
Student Data Tally Reports to Districts
Statistical Analysis of Student, Personnel Perfor.
Analysis of Interaction of Student-Pers-Curr-Fisc.
Reports to State Dept. on Regional Statistics
COMPUTER CENTER
STUDENT INFORMATION SYSTEM
STATUS: MARCH, 1970
Western Nevada Regional Education Center
Lovelock, Nevada
Statistical Analysis of Regional and State System
Special System Analysis such as by SDC's Project EXTRA
Stu. Accounting reports from Washoe, Las Vegas, etc.
Stu. Scheduling by Litton, Programming Products, etc.
Special Reports to Requesting Agencies, etc.

c. To make necessary revisions in the student data collection and retrieval system so as to meet the continuing goals and objectives of the Center.

d. To design student profile outputs from the data bank and assist school guidance and curricular experts in the use of the profiles.

e. To put together a users' handbook which shall show the steps necessary to keep the student data base up-to-date and which details the costs incurred when various output reports are requested. This users' handbook will be of such detail that the school districts (the customers) can clearly choose between options and budget for data output services.

f. To assist the personnel and organizations within the Region in the use of the data gathered and stored in the student data system. Such data usage will include interactions with local and State-wide sources of data.

g. To demonstrate the usefulness of the student data system with other existing data systems in the State so as to show flexibilities where they occur and how the various systems may be made compatible with one another. This will involve cooperative projects with other agencies, such as the Eastern Nevada Regional Education Center, the University of Nevada, Washoe County School District, and the State Department of Education.

h. To assist the participating districts in identifying class scheduling services that are compatible with the student data system.

Several sub-objectives have been met which reflected on-going activities throughout the three year period of the project. For example: sub-objectives: b) develop methods of interacting with other information systems; c) make necessary revisions; d) design student profile outputs; and e) issue a users' handbook detailing services and costs - are necessary adjuncts to the successful operation of a data storage and retrieval system. Once the student information portion of that system was piloted and found successful and had been expanded to serve more schools and students, these four sub-objectives were met by completing pilot projects involving problems proposed by individual school districts. (See previous Demonstration Projects Chart). The pilot projects as proposed are described in a Resume in the Appendix.

a. Procedures Necessary To Continue SIS - In order to meet the data system objective, the following set of actions were carried out:

(1) The Center updated the files on students already in the SIS and issued new class, school, and county lists to the schools affected.

(2) The Center added the Home and Personal Data for most students in grades 1, 3, 6 and 8. The collection of the raw data was the prime responsibility of the school districts cooperating with the Center. The Center processed the data for storage.

(3) The Center spearheaded the Standardized Testing Program agreed upon by the school districts within the Region. Costs were shared between the Center and the districts.

The Center's contribution was arranging for the scoring of Stanford Achievement Tests at grades 1.8, 3.8, 6.8 and 8.8 for approximately 6,000 students. This data was keypunched and added to the SIS files.

(4) The Center achieved active cooperation with the developers and operators of other information systems in the State. This cooperation was necessary to demonstrate the capabilities of using data from more than one bank of information. The agencies particularly affected were:

State Department of Education - Certified Personnel Information Data Bank

Eastern Nevada Regional Education Center - Educational Information System

(5) The Center delivered the currently available data outputs to the widest possible set of users. This was done both through distribution of printouts of the raw data and the printing and distributing of technical reports. The technical reports were delivered to the State Library and the University of Nevada Library.

(6) Responses from the users concerning use of the outputs were aggressively sought by the Center. Responses, both pro- and con-, and suggestions for changes and expansions in the data inputs and the data outputs were forthcoming from the users. This resulted in changes in the outputs and reports. A continuing dialogue was maintained. The users were legislators, State officials, Department personnel,

University personnel, school administrators, counselors, teachers, and, in some cases, members of the community on a state, regional, and local level.

The mechanism for collecting information concerning uses of the Student Information System at the school district level was individual interviews with key district personnel utilizing a check list. (See WN-REC Termination Evaluation Survey, pp. 18-19 in the Appendix to this volume). The check list pin-pointed specific users of specific products from the SIS. The quality of the system (as judged by the users) was estimated through checking specific responses to questions concerning strengths and weaknesses of the various parts of the SIS. Good and bad results on various client audiences were also judged by this instrument.

The results of this survey (see p. 21 in WN-REC Termination Evaluation Survey in the Appendix to this report) show:

(a) There is a relatively short spectrum of users for specific products (30% of the possible combinations). The users generally missing from the check list are: teachers, clerks, secondary principals and school board members. The products generally missing are the SIS printouts, course listings and student data forms.

(b) The results of using the products (good effects or beneficial results) are low. Again the groups generally missing from the check list are students, teachers and community. The products generally not used were student data forms, SIS printouts and course listings.

(c) Changes necessary in the system are mentioned in moderate frequency: generally the SIS printouts were most often mentioned.

(d) The desire for more training and lead time for absorption of the products was mentioned quite often. The organizational commitment for use of the data was moderate - highest in the smaller school districts.

(e) Bad effects are mentioned rarely - when they occur they point to morale effects among teachers.

(f) Bad side effects are mentioned rarely - none at all in the smaller districts, in moderate amount in the larger districts.

From an overall point of view the "acceptance" (a weighted average of all scores scaled in the "positive" direction) is moderate - highest in the smaller districts, somewhat lower in the large districts.

(7) A pilot project for the design and testing of a computer-generated student data profile was instituted. Designs for such outputs already existed. The Center, through consultation, achieved agreement on a desired product and produced such a product from the SIS data base. See Student File Contents printout in the Sample Book (in the SYSTEMS BOOK, Vol. II of this report).

(8) The Center has made cost analyses of the system outputs in order to arrive at a realistic price list for measuring costs of various output services from the Student Information System. This called for detailed cost accounting by each agency involved in the input and output process. Among the agencies involved were the following:

Individual School District offices

Western Nevada Regional Education Center

Sub-contractors, such as Programming Products; Harcourt, Brace and Jovanovich; etc.

The State's Computer Center (they do the computer processing)

The State Department of Education - for any new reporting requirements mandated to the Districts

The cost of using the various computer output services are given in the SYSTEMS BOOK, Vol. II of this report.

(9) The Center compiled a users' handbook which details the operations necessary to enter students in the system, keep their records up-to-date, and show the outputs available, along with the costs incurred in order to receive them. (See Users Book in Vol. II - SYSTEMS BOOK).

b. Procedures Necessary To Expand Usefulness of SIS - One of the major goals of the Center was "to supplement existing efforts in promoting an increased awareness and understanding of emerging changes in educational goals, programs and procedures." (Goal 3). There were no specific objectives included under this goal, but achieving the sub-objectives: f. assist personnel in the use of SIS data and its interactions, and g. demonstrate the usefulness of SIS data and its flexibilities and compatibilities with other systems - clearly lead to this goal. Sub-objective g. differs from sub-objective b., described above, in that b. is a developmental step, while g. is a usage step in

the SIS. To meet these two objectives, the following actions were taken:

(1) The Center demonstrated through local or Regional pilot projects how the stored data impinges on school operations.

(2) The administrators, specialists, counselors, and teachers in the school districts in the Region suggested the problems that needed solutions and actively participated in actions toward their solution. This involved released time, in-service training, or after-hours sessions depending on the availability of personnel. The Center made personnel available for assistance and procured resource and consultant services when the problems posed were of a Region-wide or State-wide nature.

(3) The school districts and the State Department of Education shared their information (preserving the confidentiality, of course) so that interactions between data files could be unearthed. (The State Department's Teacher Personnel Printouts were used extensively).

(4) The Center and the State Department of Education arranged for cooperative projects which resulted in sharing of data, personnel and resources between the various agencies gathering and storing data. Each agency allocated personnel or funds for such cooperative projects. Among the agencies included were:

School Districts within each Region and within the State

Western Nevada Regional Education Center

Eastern Nevada Regional Education Center

University of Nevada

State Department of Education

(5) The Center identified suitable statistical routines available at the University of Nevada Computer Center and at McKenzie Construction Company, Sparks, and promoted them for general use by State or Regional personnel. One such "debugged" statistical routine, with an example applied to a Regional school, Student Placement in Mathematics , is included in a report in Vol. III - Technical Reports - Part I of this report. Others were used in the technical reports resulting from the pilot studies (Vol. IV - Technical Reports - Part II).

(6) The Center explored ways in which the current SIS could be made compatible with currently available class scheduling services. The Center did not plan to design such a system as a computer output, but did offer its expertise in helping any school district that desired the service choose from among the many available. An important consideration in that choice should be the ease with which class scheduling services can mesh with the data in the SIS.

One of the school districts in the Region explored the possibility of utilizing the Sacramento Scheduling System, but rejected its use when it was felt to have many of the same problems involved in the Litton Scheduling System - previously piloted and rejected by that district.

2. Data System Objective #2 - Curriculum Information System

> "To Establish a data base consisting of Course and Program offerings; text and media utilizations; and time and space allotments for a selected portion of the school districts."

This system objective has been largely subsumed as a portion of the student data base - performance of students in their school curricula. In fact, four of the sub-objectives listed in the curricular area were met by utilizing the student data base - the point of view switched to analyzing curricular offerings. The emphasis in the curricular area was largely on techniques of analysis of the data base available.

Sub-Objectives

a. To identify and describe the programs, courses, classes and activities which make up the curriculum of some of the schools of the Region.

b. To diagnose successes and failures of local curricular offerings by analyses of standardized test results (classroom means).

c. To assist local school districts in planning follow-up studies of their high school graduates so as to maximize the effects of their after-school success (or failure) on changes in the school's curriculum.

d. To demonstrate the interactions of the student, curriculum, personnel and fiscal data bases that exist in the Western Nevada Regional Education Center, the Eastern Nevada Regional Center, The University of Nevada, and the State Department of Education.

e. To compile course identities and course descriptions in sufficient detail that analysis of student attainment and personnel excellence can be made for curricular offerings with similar objectives.

f. To assist the school districts in analyzing text and media utilization based on local record keeping.

g. To assist local school districts in studying alternate ways of making time and space allotments (such as modular scheduling).

The system objective: e) to achieve a data base consisting of program offerings; text and media utilization; and time and space allotments for some portion of the school districts has been achieved only in part in the current year's operations. Only part of sub-objective a. has been achieved - course listings.

Sub-objective d. of the Curriculum Information System Objective: to demonstrate the interactions between the curriculum data base, the Student Information System, and the personnel and fiscal data that exist in the Region or in the State was accomplished. The purpose was to arrive at some method of optimizing the use of curricular materials and building facilities within the fiscal and personnel restraints imposed on the local school district. A report: School Expenditures and Student Performance in Nevada was completed. (See Vol. IV - Technical Reports - Part II).

a. Procedures Necessary For The Development Of The Curriculum Information System - The sub-objectives: a) identify and describe courses, classes, etc., e) to compile course identities

and descriptions in sufficient detail for analysis, and b) to diagnose successes and failures of local curricular offerings by analysis of standardized test results - are necessary sub-objectives for the achievement of the system objective. Parts of these sub-objectives were achieved through the following actions:

(1) The Center expanded its activities in the identification and description of course offerings through the means of: distributing the list of course identities throughout the Region; promoting discussions of standardized descriptions of course offerings through cooperative endeavors with one school district; setting up a pilot project for both the storing of course and grade data and course and program descriptions. The pilot project did not get very far in that the time required to set up suitable coded descriptors for course offerings proved to be excessive. This coding was done for one county at one grade level and was then discontinued. A design for storage of grades and other curricular data is described in the pamphlet: Data Plotting System, (Vol. II - SYSTEM BOOK).

(2) The Center, with the cooperation of two of the school districts, developed methods of diagnosing successes or failures of students enrolled in particular programs. This was based on enquiring of the data base stored in the SIS and the course content and descriptions as they are developed.

This was accomplished through two pilot projects: Mini-classes in Pershing County and the Humboldt County Reading Program. The technical reports describing these analyses are included in Vol. IV of this report (Technical Reports - Part II).

b. Procedures Necessary For The Expansion Of The Curriculum Information System - The CIS was designed to be used for analysis of school operations. Any data centrally stored should supplement State and local information about curricula. Hence, methods developed which mesh local records with data stored elsewhere should prove valuable. The sub-objective d) demonstrate interactions of the student, curriculum, personnel and fiscal data bases that exist - was intended to facilitate these interactions. This sub-objective was achieved as follows:

(1) The Center promoted discussion of follow-up precedures for students in various programs. At least one county district (or school) was encouraged to embark on a pilot study that uses some of the techniques being used successfully in other schools around the county. Techniques for follow-up were to be tried on a pilot basis - one such is the guidance technique used by Mills Junior High School in Folsom, California (visited by Regional colleagues enrolled in the Spring, 1970 seminar). However, this project was not carried out. The original demonstration project (see previous chart, and Resume in the Appendix) was changed to a longitudinal study utilizing student data - not curricular

data. (See Student Performance Indicators in Vol. IV of this report). The study at completion compared performance of groups of 7th grade students from their 4th year on in rural and in urban areas.

(2) The Center performed analyses of the interaction capabilities of the currently existing data bases: The SIS, the Department's Certified Personnel Information Data Bank; and the Fiscal Record of Expenditures by Schools - that impinge on curriculum. One analysis was made that did not deal directly with specific curricular information but rather with the effects of various allocations in school budgets on student performance in Arithmetic and Reading. (See School Expenditures and Student Performance in Nevada in Vol. IV of this report: Technical Reports - Part II). Other studies that did deal with specific curricula and the SIS - Personnel interactions are: (a) Analysis of Experimental Curricula: Mini-Classes at Pershing County High School, and (b) Curriculum Factors and Student Success: Reading in Humboldt County. These two reports point to certain factors in student success or failure related to student background information (from the SIS) and to teacher characteristics as recorded in the State Department's Personnel Files. These two reports are included in Vol. IV of this report: Technical Reports - Part II.

3. Data System Objective #3 - Personnel Information System

To Establish By The Summer Of 1971 A Data Base, Consisting Of Selected Fixed And Variable Items, For A Specified Segment Of Personnel Within The Region.

Sub-Objectives

a. To field-test simplified techniques for interacting with the State Department of Education's "Certification Information Program" data bank to extract data that pertains to the Student Performance portion of the Student Data System.

b. To assist the participating districts in using the data stored in both systems for educational planning.

c. To design standardized computer outputs from both files (as well as from other information sources) which are compatible with school district needs.

d. To determine what additional personnel information should be gathered and stored as an aid to educational planning.

e. To demonstrate a few of the capabilities of interactions between the Student Data System, the State Department's Personnel Data System, the curriculum information files, and the University of Nevada's Vocational Education Data System.

During the second year's operations it was decided that the data stored in the State Department's "Certification Information Program" was sufficient for the earliest development of a personnel data system.

The plans for the third year were to demonstrate the uses of the already existing information in that personnel data system. Sub-objectives a. to d. were essential to the completion of a structure for a personnel information system.

a. Procedures Necessary To Complete The Personnel Information System

(1) The Center selected data from the State Department's "Certification Information Program" data bank for personnel who are teaching children in the Region's schools. This step involved identifying the teaching personnel for various groups of students. The information in the SIS for some of these students was chosen to test for meaningful variables. (This was Demonstration Project Number 2, described previously, see Resume in Appendix). The data from these two sets of records were punched up on IBM cards for analysis by the University of Nevada's Sigma Seven Computer, but the final analysis was done on McKenzie Construction's IBM - 1130 Computer. The first program used was "Factor Analysis" in order to define important variables. Later, step-wise regression analyses were performed to find learning variables. The dependent variables used in these analyses were the Stanford Achievement Test Scores and Grades assigned in various courses. The results of this exploratory analysis were shared with the personnel in the district schools. (See Personnel Factors and Student Performance, WN-REC, May 17, 1971, in Vol. IV - Technical Reports - Part II of this report).

(2) The Center promoted the use of the data stored in the SIS and the personnel data files for educational planning. This was done by holding planning sessions with interested school personnel and promoting pilot projects in the larger school districts (a larger sample of teachers). A University of Nevada graduate course was sponsored by the Center in the Spring of 1970. A similar course with emphasis on use of Center originated data was proposed (see Appendix) but did not get enough enrollment to be offered.

(3) The Center designed computer-based reporting schemes for reporting on the interactions between students and their teachers. This was done as a joint project with the State Department of Education, the school districts wanting the information and the Center staff. The resultant reporting techniques are generally available as a part of the system users' handbook of products. (Such a system is described in the pamphlet Data Plotting System, WN-REC, June 15, 1971, included in the SYSTEMS BOOK, Vol. II of this report).

(4) The Center, along with Regional and State Department personnel, tried to determine what additional information needs to be stored either in the central system or in the district offices in order to make the personnel system more useful. A pilot study in Humboldt County (Pilot Project Number 4 - Curriculum Factors and Student Success) used

personnel data in addition to that stored in the State Department of Education's Total Teachers File. This study indicated the usefulness of teacher rating scales as well as educational background (see Curriculum Factors and Student Success: Reading in Humboldt County, WN-REC, June 15, 1971, in Vol. IV of this report).

b. Procedures Necessary To Expand Usefulness Of The Personnel Information System - Sub-Objective: e. to demonstrate a few of the capabilities of interactions between the SIS, the State Department's curriculum data system, curriculum information files, and the Vocational Education Data System - was designed to demonstrate how these systems interact with one another. This sub-objective was met as follows:

(1) The Center promoted cooperative activities which related the several data bases. Some such projects have already been alluded to in discussions of the SIS and the Curriculum Information System. Each of these interaction projects are related and should be considered together as interested school personnel begin to analyze the various data banks for school planning purposes. The analyses themselves were done by sampling the data from the several sources, re-coding it as necessary, preparing new data cards and doing the analysis with McKenzie Construction Company's IBM - 1130 or with Nevada Data Systems' IBM 360/30. Complete rapport among personnel in the organizations involved - the districts,

the Western Center, the State Department, and the Computer Centers - was essential and was achieved. (See the Technical Reports dealing with the Pilot Projects, especially the reports: School Expenditures, Personnel Factors, Experimental Curricula, Curriculum Factors, in Vol. IV of this Report). Interactions with the Vocational Education Data System being piloted by the University of Nevada were not achieved.

CHAPTER 4 EVALUATION SUMMARY

A. State Level Goals/Objectives

Any claims the authors make relative to meeting or not meeting State level/original expectations will be found in succeeding sections evaluating Regional goals/objectives, and Center goals/objectives.

However, one endeavor in which expectations were not met was that of developing state-wide uniformity in data/information collection, storage, retrieval, and usage.

Early efforts toward this goal were centered around the Inter-Regional Coordinating Council - composed of representatives from the Department, Clark County, Washoe County, and the two Centers. Repeated urgings by the Council's chairman for cooperative planning resulted in few successes - for many reasons. Among the more obvious reasons were (1) changes in the Centers' personnel/representation, (2) early misunderstandings as to the complexity of the Council's task, (3) decreasing interest by some members, and the lack of a state level data system coordinator to intervene at crucial points in the deliberations.

This situation was recognized by the State's program audit team in March, 1970, when they concluded:

> "One problem seems to be that the Eastern and Western Centers apparently have not coordinated planning and development activities so that data gathering instruments and input-output techniques are completely compatible. Clearly this is a flaw in the original plan for the Centers' work. But why this flaw has occurred is not clear. It appears either that the Inter-Regional Coordinating Council is not providing effective direction or that direction by the Title III Advisory Council and/or the State Department of Education is inadequate. It seems apparent that only through statewide coordination can a standardized state management information system be developed."

To astute observers the Council's demise was obvious when in August, 1970, the Department announced the formation of a new Department-sponsored, federally-funded, educational planning unit. This "birth" partially resulted from the urgings of the Council members that the State provide more aggressive leadership in such matters. It is anticipated that the new Department unit will provide a comprehensive and pertinent data/information system valuable to both State level agencies and to the districts.

B. Regional Level Goals/Objectives

1. GOAL #1 - Educational Information System

> To develop an Educational Information System which, when implemented in part or in total, will provide selected data/information for use by individuals and groups within the districts, Region, and State in educational planning and decision-making.

The reader will note in "Section A - Project Accomplishments" that this final report recognizes the educational information system as consisting of three segments - students, curriculum, and personnel. Therefore, endeavors which exceeded, met, or did not meet expectations relative to this goal are discussed in three later sections as three separate objectives (see Sections D, E, and F, pages 58-74).

In general, most objectives for the Student Information System were met and many of the objectives of the Curriculum Information and the Personnel Information System were met.

2. GOAL #2 - Public Involvement

> To productively involve persons and organizations representative of the general public in continually (1) assessing learner needs, (2) identifying educational problems, and (3) evaluating educational performance.

Several conferences were held during the project period with Mr. Albert Seeliger, Executive Secretary, Nevada State School Board Association, relative to a Regional "Educational Needs/Problems Conference." This conference was never held.

A major effort at involving a specific segment of the public in assessing information needs was planned for the Fall of 1970. (This was Demonstration Project No. 5, see Resume.) It called for the identity of Legislators' perceived educational problems and anticipated information needs as they related to Senators and Assemblymen in the new Nevada State Legislature. Arrangements had been made with the Educational Planning and Evaluation Unit of the University of Nevada, Reno, to conduct the study utilizing the "Q" card technique. At the request of the State Department of Education the WN-REC Board terminated the project. It was considered to be "poorly timed," a "duplication of efforts," and in possible "conflict with legislative plans made by the Department."

One small project that did involve the public was included in the evaluation of Pershing County's Mini-Classes (Demonstration Project No. 3). As part of that analysis, the parents of all students enrolled in the classes were polled and the results used in the evaluation of the effectiveness of the mini-classes (see Analysis of Experimental Curricula: Mini-Classes at Pershing County High School in Vol. IV of this report).

3. GOAL #3 - Change Awareness

> To supplement existing efforts in promoting an increased awareness of emerging changes in educational goals, programs, and procedures.

Considering this goal as a single, continuing endeavor, we of the Center claim to have exceeded Center expectations in light of the findings of Blackmore and Wishart in the Impact Study and in the WN-REC Termination Evaluation Survey (see Appendix). To quote from the Impact Study:

> "Based on information presented, the WN-REC Center met its objective . . . ."

In response to an inquiry in the Termination Evaluation Survey: "Recalling your original understandings of the purposes for establishing a regional center, to what degree was the Center's eventual work consistent with those understandings?" the 39 respondents rated this question at 6.05 out of a possible high of 7--in fact, the highest average response to any of the questions asked in the survey.

In response to the inquiry: "If you participated in any of the following Center-sponsored activities, in general how would you rate their value to you?" the respondents rated this question at 5.33 out of a possible 7, well above the indifference level of 4.0.

Readers will find this subject discussed extensively in "C. Dissemination Goals and Objectives."

C. Dissemination Goals and Objectives

In projecting dissemination/diffusion plans for the project period, it was necessary to anticipate the possible involvement of many potential audiences. Among those given early consideration and, to varying degrees, eventual involvement in Center programs were:

Nevada State Legislature	Local Government Officers
State Government Officers	School District Administrators
State Board of Education	Local Educational Specialists
State University System	Classroom Teachers
State Dept. of Education	Students
District Board of Education	General Public

Such a list was imposing originally and became burdensome as the project proceeded--not so much in terms of problems in establishing communication links with each entity but in terms of the many levels of decision-making responsibilities represented.

The preceding partially introduces the awesome task assumed by one of Nevada's first regional operations in designing and implementing an educational information diffusion model. How unfortunate that a successful one had not been proven in education and, therefore, was not available for adoption. However, the Center was able to establish two-way communication with many of the groups listed. Only one-way communication was established with the general public and most of the classroom teachers and their students. However, some members of the public and some teachers became highly involved in the Center's plans and operations.

1. Procedures

The Center developed and used the following plan of action:

a. Establish Audience Priorities - It was necessary to "prioritize" audiences if any diffusion activities were to be successful. This was done primarily by analyzing intended audiences for each type of data output.

b. Provide For Diffusion Through Involvement - That such involvement was planned is obvious when reading the preceding chapters on objectives, procedures, and evaluations. Manageability of diffusion techniques was assured since many of the Center's products and/or services involved pilot operations - individual districts, schools, or classrooms - eventually involving each county district in one or more pilot. This is as close as a multi-district educational information diffusion can approach the county agricultural agent's effective use of the "one-to-one" or "over-the-fence" techniques. Another technique used was the creation of task forces for utilizing the insights and talents of individuals from various audiences. Task force responsibilities included educational information problems/needs identifications and verifications.

c. Utilize Center-originated Communications - The Center utilized the usual reports, newsletters, and publications, plus speeches, special presentations, involvement in conferences, consultant appearances, seminars, data printouts, research reports, etc., in "telling the story" of the Center. These techniques were

apparently successful as indicated by the responses to "Kept Informed" in the WN-REC Termination Evaluation Survey (see Appendix to this volume).

d. Anticipate Information Dissemination Within Region Through Local Schools' Efforts - In the final analysis, the Center had to have testimonies of success or acceptance from those persons or organizations which used Center products or services. The impetus for such testimonials came from within the districts and/or agencies served by the Center. Upon such "spreading of the word" were the successful programs built. However, since usually only a small group of people became heavily involved in the Center's activities (especially during the first year-and-a-half of planning and early piloting) the "word spreading" was not too extensive among any but the middle and top administrators.

2. Effectiveness

The 1970 State program auditors gave early warning of the necessity for implementing a more effective diffusion procedure within the Western Region when they stated:

> "There is some evidence that a serious weakness in the operation of the Center has been its inability to communicate with school people other than top administrators."

Interestingly, the auditors included the following statements on the same page:

> "The determination of the Center staff to broaden this communication net to include other school staff is evidenced by the creation of the Program Advisory Committee and the projected seminars. These efforts provide a substantial thrust toward eliminating communication weaknesses."
>
> and
>
> "From outward appearances the decision of local districts to collect data for EMIS assures involvement of local people in the undertaking. This involvement may well turn out to be the most effective diffusion device yet designed by the Center to establish a two-way communication model."

But did the Center "take to heart" the admonition to "communicate with school people other than top administrators"? Two final evaluation efforts strongly indicate that the WN-REC did profit from the auditors' reminders.

To fully appreciate the information diffusion impact of the Center during its existence, the reader must refer to the findings and conclusions of Blackmore and Wishart in their Impact Study (see Appendix). That study was committed to revealing the extent to which the Center affected educational change within the Region through various information diffusion/dissemination activities.

The Impact Study summarized:

> Did WN-REC "... assist member districts in developing new and/or improved educational programs as a result of professional services related to projects adopted by the governing board of the Center?"

Did WN-REC "promote awareness of emerging changes in educational goals, programs, and procedures among school personnel?"

The answers are in the affirmative.

To what degree did WN-REC provide this assistance?

Results of the Impact Study indicate that the assistance provided by the WN-REC Center was at least in the same ball park as that coming from other and longer established outside influences. The data collected supports the proposition that WN-REC was a new resource for the school districts of Western Nevada which made a substantial impact in a short period of time.

In reverse, when discussing the importance of a good communications system to any Center, Blackmore and Wishart observed:

"A good communications system appeared to be essential to the successful operation of a Center. Conclusions which can be drawn from this category include: (a) The Center's communications system should provide for communications with agencies outside the region such as the State Department of Education, the University, and the districts served by the Center. (b) It was important that generation and dissemination of information not be restricted to the top level of district administration. Communications must be in depth to include principals and teachers who are ultimately the recipients of Center products. (c) Clients of a Center need to be continually informed in clear and concise ways about the purposes and operation of the Center as well as about the services and products available. Even though Center clients may have been involved in the establishment of its goals and objectives and are in agreement with those goals and objectives it is apparently important that they be continually reminded about Center purposes. It is also important that they be kept informed of Center progress toward those goals and objectives.

"Although some comments under 'Communication' mention geographic isolation of the districts as diminishing the influence of a Center, 80 percent of the answers had to do with communication procedures or with information content."

Pertinent to the question of diffusion/dissemination effectiveness is the third question asked by the Blackmore and Wishart evaluation team, "Which of these improvements have been influenced by an organization or agency outside your immediate district?" The Impact Study states:

> "After listing the outside influence and the nature of the influence the interviewees were asked to 'Compare the relative importance of the outside influences for each improvement.' The outside influences cited fall into the four categories of: State Department of Education, University, WN-REC Center, and Other. The results obtained from the points scored by categories of improvements show the following result:

Category of Improvement	State Dept.	University	WN-REC	Other	Total Points
Curriculum	1,755	939	807	1,548	5,049
School Administration	560	333	610	380	1,883
Students	135	55	680	200	1,070
Regionalism	25	-	380	-	405
Total	2,475	1,327	2,477	2,128	8,407

> "When these points scored are converted to the 100 point scale the relative importance of the outside influences become:

Category of Improvement	State Dept.	University	WN-REC	Other
Curriculum	34.8	18.6	15.9	30.7
School Admin.	29.7	17.7	32.4	20.2
Students	12.6	5.1	63.3	18.7
Regionalism	6.2	-	93.8	-
Total Relative Importance For All Cited Improvements	29.4	15.8	29.5	25.3

Of particular note in the preceding findings/tables is the proven heavy influence the Center's diffusion efforts had in "School Administration" and "Students." As would be expected, the Center was given the preponderance of credit for influences relative to "Regionalism." The low credit given other agencies might be worthy of note by interested parties/agencies.

It is the Center's conviction that provided more time for implementation of data systems and services, an increasing amount of credit for "Curriculum" influences would result. If this did not occur, the primary hopes for all design and implementation activities, as well as curriculum improvements, would not have been realized. However, the conjecture becomes academic with the demise of the Center.

Another source of data which indicates the effectiveness of the Center's efforts is the WN-REC Termination Evaluation Survey (see Appendix to this volume).

Single page questionnaires were mailed in May, 1971, to all administrators, counselors, and specialists in the eight districts, plus selected colleagues representative of the public with whom the staff worked. The responses to two of the five questions were especially revealing - and, frankly, surprising to the Center staff.

When responding on a seven-point scale (1 low - 7 high) the various audiences rated diffusion impacts as follows:

1. If you requested and/or used any of the following Center information services, to what degree were they of value?

Superintendents	5.00
PAC, Ass't Supts.	5.67
Secondary Counselors	4.00
Secondary Principals	4.27
Elementary Principals	3.33
Overall (incl. Public)	4.91

2. To what extent do you feel you were kept informed of Center plans or activities (workshops, courses, publications, visitations, etc.)?

Superintendents	6.14
PAC, Ass't Supts.	6.80
Secondary Counselors	5.62
Secondary Principals	4.50
Elementary Principals	4.25
Overall (incl. Public)	4.81

In respect to the second question, it is important to realize that the Center received different instructions from districts relative to Center communication procedures within the school systems. These directions ranged from all Center communications being submitted only to the superintendent, to freedom to make direct contacts with appropriate persons in

another district. However, in the final months direct mailing to any and all colleagues within the region was permitted. Given succeeding years of operation, the Center is convinced that much more effective information dissemination techniques would be used - a prime consideration stressed in the State program audit and the Center's Impact Study.

An unexpected source of information about the Center's diffusion effectiveness grew out of a survey conducted by the Center in order to determine priority needs that a possible "educational cooperative" could satisfy. The survey results of needs was published in a proposal: A Nevada Educational Cooperative (see Appendix). The results of that survey were compared with the Nevada State Department of Education's Needs Assessment for 1970. The two studies were congruent: even though the populations and the methods differed, rank ordering of priority needs between the Superintendents in the Western Region and the Educators (largely Urban) in the State was quite similar (see Comparison of Two Nevada Needs Assessments in the Appendix to this volume). The Western Region respondents ranked Research and Evaluation, Curriculum Development, and Data Processing as the three most important areas in which a Cooperative Center (an extension of WN-REC) would operate. This result may simply be another confirmation of contact with the highest level of management, but it also indicates confidence in WN-REC's ability to continue work in those areas.

3. Distribution/Examples

The Center's existence, its activities, and its products provided all district participants excellent support in their efforts to meet the common goal of "promoting an increased awareness." Assisting Regional efforts in "promoting awareness" were the following activities:

a. Public Appearances - numerous presentations to civic, business, agricultural, and fraternal organizations in the Region. A transparency presentation with visual impact was used and was available for use by colleagues minus Center personnel, when necessary.

b. Newsletter - four editions of the Center's newsletter, The RECORD, were distributed to over 1,300 in each mailing. This audience included all certificated and non-certificated personnel in the districts, elected public officials, officers of organizations, trustees, state government officers, local government officers, and selected lay leaders.

c. Interest Mailings - consisting of the Center's distributing pertinent documents to special audiences per Center-identified interests. These consisted of distributing reprints of articles, abstracts, etc., as the Center became aware of them.

d. Data Systems Outputs - consisting of computer printouts which incorporated data stored on students, personnel, and curriculum. These went to Superintendents and Principals in the Region.

e. WN-REC Technical Reports interpreting the stored data and reporting on pilot projects. These were distributed widely to district personnel - Superintendents, Assistant Superintendents, PAC members, counselors (especially when Standardized Testing and student performances were involved), and interested teachers and members of the lay public. Each technical report had a distribution of about 60 copies throughout the region and the state. Others had a larger distribution.

f. Library Requests - including the special reference capabilities incorporated in the Center's Educational Planning Library - documents, proposals, reports, guides, periodicals, and books.

g. Boulder Research Abstracts - at no expense to the districts, the Center submitted written requests to the Boulder Information Services (Colorado) for research abstracts. These abstracts, consisting primarily of ERIC originations and augmented by Boulder-originated abstracts, are stored in a computerized educational information system serving the Boulder area schools. WN-REC availed itself of these services on a pilot basis.

4. Expenditures

It was originally planned that the major Center dissemination responsibilities would rest with a single full-time "Dissemination Specialist" - one of three professional staff members. This procedure proved effective for one complete fiscal year, 1969-70, while Dale Dunn assumed the responsibilities. The previous year, 1968-69, offered very little in terms of data/information dissemination since most of the Center's efforts were devoted to planning and design work. The departure of Dunn following 1969-70 negated any efforts to follow the original plan. No person was selected to replace Dunn and the remaining staff members, including secretaries, shared the resulting dissemination workload.

Following are some time and financial allocations related to dissemination activities:

Time Allocation - A total of 41 2/3 man-months (approximately 3 1/2 man-years) has been allocated to dissemination activities. This is a little over 1/4 of the total of 153 man-months expended on the project.

Financial Allocation - A total of $113,282. of project funds has been allocated to dissemination activities. This figure represents about 1/3 of the salary expenditures, plus the total costs of printing, mailing materials, and the travel costs accrued during the three years of the project.

D. Data System Objective #1 - Student Information System

Most Center resources for reasons previously mentioned, were concentrated on activities related to the Student Information System (SIS):

1. Endeavors Which EXCEEDED Expectations

Resource concentration plus excellent cooperation from the districts resulted in the Center/Region exceeding performance expectations as follows:

a. Districts Shared Cost of Processing Data - At the beginning of the SIS project, Spring and Fall, 1969, a few districts were partially reimbursed for out-of-pocket expenses associated with collecting 9th grade student data. However, a suggestion that all districts share more heavily some of the Center's data processing costs received considerable discussion at the Board's January, 1970 meeting. As a result, the districts agreed to assume all collection costs for purchase and internal processing of Op-Scan data collection forms. This was a considerable commitment - especially when considering that the student data base was to be increased from approximately 1,100 students in the Spring of 1970 to over 12,000 in the following Spring. In addition to this commitment, several districts released key secretarial personnel for a full day of data collection training at the Center.

Factors such as district workloads, sudden awareness of data collection problems, and availability of "reserve" federal funds at the Center resulted in the Board voting partial

reimbursement of out-of-pocket expenses during the Summer of 1970. However, funds forwarded to requesting districts did not approach the estimated $4,000 expended by them on data collection activities for two years.

The State's program audit team commented on this development as follows:

> "During the first month of Center operation, the school districts were almost adamant in their stand that the Center staff should be the sole collectors of the data to go into the data bank. This attitude has changed. All but one of the seven chief county school administrators visited in the western area said they were willing and were engaged in collecting necessary data for the EMIS. The acceptance of this function by local authorities assures the Center staff that one of the most costly elements in the program will be shared with local administrative entities in the western area."

Upon adoption of the Student Information System by the State and/or districts, every sign indicates the districts would continue, and probably expand, the policy of sharing data collection costs with the data processing agency.

b. <u>The Educational Information System Required Minimal Design/ Operational Changes</u> - By Fall, 1970 the Student Data portion of the EIS consisted of data on almost all students in the Region. Preceding this total commitment by districts, a pilot project for testing the collection, storage, and retrieval methods was instituted.

The pilot project involved 197 fifth grade students (one 5th grade class from each county district) and eight teachers.

Many student data items were included in the first set of questionnaires (ten forms). After the student data was submitted, the participating teachers were surveyed concerning the value and effectiveness of the data sheets, the validity of responses to each questionnaire item, and the necessity for changes in data collection procedures. Concurrently, a task force consisting of administrators, counselors, and teachers was convened in order to identify the relevant student data from the large array of data collected.

The Center Staff studied the collection criteria and procedures of other regional and rural data processing agencies in California, Utah, Mississippi, Iowa, and Florida. As a result of this survey and the experiences of the Fifth Grade Study, a restricted set of student data items was selected as most appropriate. New Op-Scan collection forms were designed and the collection procedures changed. Further discussion of the data collection criteria and examples of the redesigned forms and procedures for their use appears in Developing An Educational Information System (see SYSTEMS BOOK, Vol. II of this report).

The Center Staff set up training sessions in each of the participating schools. The feedback from these data collection sessions and the handling of the input data revealed certain weaknesses in the staff's presentations and some of the

collection procedures. The forms were improved by over-printing (see Data Collector's Handbook in the SYSTEMS BOOK, Vol. II of this report), and the presentations and procedures were changed to meet the deficiencies.

By agreement among the districts, a priority list of Student Data Outputs was compiled. Student Data reports from the computerized data bank were designed to meet these and other needs. An independent check on the identity of relevant student data was made by a group of educators enrolled in the educational data seminar sponsored by the Center. Comparing their ratings of the student data items with ratings of the same items by the task force group revealed a high degree of consistency between the two groups. (See Developing An Educational Information System, in SYSTEMS BOOK, Vol. II of this report.)

c. More Students Than Anticipated Entered the SIS - Concurrent with the agreement to partially assume data collection costs, the districts were offered the opportunity to enter more students in the SIS. All districts accepted the invitation. Therefore, increased student data outputs in more usable formats were realized by Spring, 1971.

2. Endeavors Which MET Expectations

a. Data Shall Have Been Used For Reports, Analysis - All of the districts used Center-originated student data/information in various situations between 1969 and 1971. Of particular value were the following:

(1) Student Transportation Analysis - The Lyon County School District requested an analysis of the Center's data bank on the transportation facts about students attending their various high schools. The resultant system query unearthed patterns for the types of transportation used, travel time, and the distance traveled. This data was presented to the district's administration, who gave it to their Board. It was used in connection with decisions related to a bond issue, building construction, and possible new bus patterns. (See Reports: Overage Students and Students in Lowest Quartile in Vol. III of this report.) Other analyses of transportation effects were made. These are summarized in Social Structure and Transportation Effects on School Performance (see Vol. IV, Technical Reports - II).

(2) Region-Wide Standardized Testing - Prior to the establishment of the Center, the eight districts had varying policies and procedures on standardized testing. While respecting local autonomy, the Center was able to obtain agreement on the value and productivity of using common standardized tests in grades 1, 3, 6, and 8. While sharing costs with

the districts, the Center coordinated the administration of the adopted Stanford Achievement Tests and arranged for scoring per the districts' needs and the Center's data processing requirements.

As an initial project to demonstrate the region-wide usefulness of standardized test data, Spring, 1969 test results for the currently enrolled 9th graders were gathered and analyzed. Upon completion of the 1970 school year, similar outputs were compiled and distributed for grades 3 and 8. (See Standardized Testing in Vol. III of this report.) At the end of the 1971 school year such compilations were made and distributed for grades 1, 3, 6, and 8 (see Standardized Testing in Vol. IV of this report).

b. Data Was Used by Districts in Planning and Decision-Making - The Region's Program Advisory Committee (PAC) and the Board of Directors compiled a list of desired data system outputs to be used for educational planning. The Center has realized several exemplary outputs. These included:

(1) Over-Age Students - listing of students whose birthdates placed them beyond the class age range, with tallies.

(2) Ethnic Groupings - compiling lists of students whose data markings placed them in the Black, Indian, Oriental, Spanish-American, White, or Other ethnic group, with tallies.

(3) Spanish-American Surname - listing of students with Spanish surnames, with tallies.

(4) Student Lists - by class, school and grade, or district, with selected demographic data included.

(5) Partial Student Profile - listing of selected background information on students in coded form for analysis purposes.

These have been analyzed for 9th and 3rd grade students in the series of reports: Overage Students and Students in Lowest Quartile, Ninth Grade (a series of reports) and Third Grade (one compilation) (see Vol. III of this report). A summary of student performance as a function of father's occupation is included in Social Structure and Transportation Effects (see Vol. IV, Technical Reports - II).

Samples of the printouts will be found in the SIS Sample Book (included in the SYSTEMS BOOK, Vol. II of this report).

(6) Student File Contents - a transcript type listing of all information on each student stored in the system. Standardized test results are included when they have been stored in the system. (See SIS Sample Book portion of the SYSTEMS BOOK, Vol. II of this report.)

The Center has spear-headed many research studies in the area of student performance as affected by the various factors measured and stored in the Student Information System and elsewhere.

These technical reports are included in two volumes supplemental to this report (see Volumes III and IV) and have been mentioned throughout this evaluation report. However, some hoped for pilot studies and analyses did not come about because of lack of interest among the participants.

3. Endeavors Which DID NOT Meet Expectations

Little need exists for extensive discussions on the following items. Reasons for not fully meeting them were presented in the preceding section, "Project Accomplishments."

a. Analytical Capabilities of an Existing Computer Complex Was Not Possible - The Center's original hopes of testing and then making available for Nevada use the EXTRA package offered by the System Development Corporation were crushed upon further investigation of the package (it was too costly, plus the fact that the input data had to be in the Sacramento accounting system's format). The same results were obtained upon investigation of the capabilities of the Sacramento Regional Data Processing Center (too costly, etc.). Fortunately, further searches in the Reno area revealed the existence of two commercial operations (McKenzie Construction Company, Sparks, and Nevada Data Systems, Reno) which provided analytical capabilities - discussed in Chapter 3.

b. Districts Did Not Pilot a Computerized Student Accounting Service - Center personnel promoted interest among this Region's schools in piloting an existing student personnel

system (scheduling, attendance, test scoring, etc.), especially the Sacramento Student Package. This promotion included sponsoring a trip to the Sacramento Center, a Regional presentation by the Sacramento Center, and staff consultations with Regional colleagues on the matter. Finally, the Center offered to share one-half the costs of a year's pilot - approximately $2.00 per student for a district and the same for the Center. There were no "takers" for various reasons: disappointments in other computer experiences (Litton), districts not large enough to warrant it, uncertainty as to extent of continuation commitment, and the imminent loss of WN-REC and its coordination services.

c. Student Profiles Were Not Used By Teachers, Principals, Counselors - The Center developed "The Partial Student Profile" (SIS Data Use Manual, in SYSTEM BOOK, Vol. II of this report)--intended for use by those persons most intimately concerned with student characteristics and performance - teachers, counselors, and principals. Its lateness in being fully developed and distributed, plus the Center's inability to confer with enough concerned individuals prevented its being used extensively. All efforts to conduct, sponsor and/or financially underwrite multi-district seminars or workshops were met with low interest (if not apathy) - particularly when it was learned on January 14, 1971, the Center was to be discontinued.

d. Some Demonstration Projects NOT Carried Out - The Center proposed six pilot projects which would demonstrate techniques for using the data collected in the Student Information System and the interactions of this data with pre-existing curriculum, personnel and fiscal files. All but two of these projects were completed, although many with modifications. Two projects were dropped. One, Public's Data/ Information Needs was dropped at the request of the State Department of Education (discussed under Section B, above). The other, Teaching Criteria, died of apathy on the part of the University and the Districts. Both of these studies were needed to improve the interactions between the Student Information System and the other portions of the EIS - Curriculum Information System and the Personnel Information System. The teaching criteria study was an integral part of the latter system.

E. Data System Objective #2 - Curriculum Information System

Some progress was visible from the Center in meeting the curriculum objective:

> "To establish a data base consisting of descriptions of course and program offerings; text and media utilizations; and time and space allotments for a voluntary selected portion of the school districts within the Region."

1. Endeavors Which MET Expectations

The WN-REC Board mandated top development priority to the Student Information System, thus limiting the availability of time, personnel, and finances for developing other EIS sub-systems. However, the following curriculum accomplishments should be noted:

a. Regional/State Agreement on Curriculum Identity/Coding Was Established - To prevent incompatibility of identification systems within the State, the Center promoted state-wide agreement on the identity and numbering of secondary courses. For the most part this was accomplished following consultation with the data processing center in Clark County (Las Vegas). The Clark County administration had faced similar problems with their several secondary schools. They resolved it with district agreement on a list of courses, numbers, and definitions. The WN-REC districts formally adopted Clark County's course identity and data numbering procedures - but not the

course descriptions. Washoe County (Reno) took a similar action. This Western Center promotional activity resulted in uniformity of coding for data processing purposes in schools representing over 90% of the State's students.

The matter of course definitions (objectives, content, procedures, etc.) is still to be resolved - a development which will require considerable exploration before being accomplished.

b. All Regional Secondary Courses, Programs, and Classes Were Identified - The course identity portion of this objective was accomplished as described above. This resulted in the identity of 266 individual course titles within the Region. The greatest diversity of course titles exists in the category of vocational/industrial arts. The compilation was printed by the Center and distributed to constituents and to the State Department of Education. (See Secondary Courses Offered in WN-REC Region in Vol. III: Technical Reports - I.)

c. Districts Shared Data Collection Costs - Though not requiring as extensive a personnel/financial commitment as the SIS, the district's secondary schools readily cooperated in supplying course-related data. This required cooperation by principals, counselors, and clerical personnel in each of the Region's junior and senior high schools. No fiscal reimbursements were made by the Center.

d. Center Diagnosed Successes and Failures of Local Curricula By Analyzing Standardized Test Results - The two pilot studies proposed by the Center as demonstrations of the interaction of the Student Information System with experimental curricula were carried to completion. These two studies not only dealt with curricula but with personnel factors as well. (See Analysis of Experimental Curricula and Curriculum Factors and Student Success in Vol. IV of this report: Technical Reports - II.) In addition, the Center analyzed the Standardized Test results from region-wide testing for two successive years (see Standardized Testing in Vol. III, Technical Reports - I, and Standardized Testing in Vol. IV, Technical Reports - II of this report). These analyses pointed to certain weaknesses in mathematics instruction inherent in all of the region's schools.

e. Center Assisted Local School Districts in Planning Follow-up Studies of High School Graduates - The study as planned (Demonstration Project Number 1, Student Performance Indicators --see Resume in the Appendix) was not carried out. However, a longitudinal study of student performance in the middle school years was carried out for 7th grade students in the region as well as in Reno and Las Vegas. This study indicated certain similarities in student growth patterns for fast-growing metropolitan school districts and for the faster growing rural districts, and another set of similarities

between the smaller, slower growing metropolitan school districts and the small isolated school districts. This study should be continued to follow these students (or others) into the high school years and beyond. (See Student Performance Indicators: Urban and Rural Students in the Middle Years, in Vol. IV, Technical Reports - II.)

f. The Center Demonstrated Interactions of the Student Curriculum, Personnel and Fiscal Data Bases - This was accomplished through the completion of the pilot projects mentioned above, as well as the study analyzing School Expenditures and Student Performance (see Vol. IV, Technical Reports - II). Another pilot project, Personnel Factors and Student Performance, demonstrates these interactions (see Vol. IV, Technical Reports - II).

2. Endeavors Which DID NOT MEET Expectations

   a. The Center identified but did not describe program offerings for some schools in the region. An attempt was made to code descriptions of class offerings for a regional school as part of the SIS storage design, but it was not carried to completion. This was discussed under the Student Information System accomplishments previously.

   b. Follow-up studies of high school graduates were not organized but a longitudinal study that will lead to that end was completed (see e., above).

c. The Center did not get involved in analyzing text and media utilization nor in studying alternate ways of making time and space allotments. The Center contributions in this area were limited to supplying abstracts and articles (using the Boulder Search System) in this area as requested.

F. Data System Objective #3 - Personnel Information System

The Center's third system objective was:

"To establish a data base consisting of selected fixed and variable items for a specified segment of personnel within the Region."

1. Endeavors Which EXCEEDED Expectations

No claims are made that any Personnel Information System endeavors exceeded expectations.

2. Endeavors Which MET Expectations

a. Center Established A Personnel Data Bank - Prior to designing and testing a data system on certificated personnel, the Center staff conferred with Lincoln Liston, Associate Superintendent, Administrative Services Division, Nevada State Department of Education. It was discovered that since 1967 a computerized data bank on the State's public school certificated personnel had been kept. The revelation required some alterations in the Center's EIS design work. WN-REC had identified necessary data items for a personnel record system -

much of it was already stored in the Department's certificated personnel data bank. The Department agreed to work with the Center on projects related to analyzing personnel practices, policies and performances. The Department's data files were used in testing for sensitive variables that interacted with the Center's SIS data bank. This interaction was checked, using statistical programs available from McKenzie Construction Company, Reno, and Nevada Data Systems, Reno. This data was used in various pilot projects completed by the Center, particularly in the study: Personnel Factors and Student Performance (see Vol. IV, Technical Reports - Part II).

b. Personnel Data Was Used For Reports - Other pilot projects in which selected personnel data was used were: Analysis of Experimental Curricula: Mini-Classes at Pershing County High School; and Curriculum Factors and Student Success: Reading in Humboldt County. Each of these studies required data concerning teacher's background and other information in order to complete the project. Most of the data came from the Department's certified personnel data bank. Another study utilizing personnel data was: School Expenditures and Student Performance in Nevada. In this case it was teacher's salaries and numbers of (and expenditures for) various kinds of school personnel that were used. (See Vol. IV, Technical Reports - Part II).

3. Endeavors Which DID NOT MEET Expectations

a. Department's Differentiated Staffing Study Did Not Evolve - In conjunction with the Department's published plans, the Center offered to assist in a study on differentiated staffing. No such cooperative enterprise evolved.

b. Study of Teacher Recruiting, Employment, and Retention Practices Did Not Evolve - No impetus for such a study emerged within the Region.

c. Teaching Criteria Demonstration Project Was Not Carried Out - The Center was unable to make any satisfactory arrangements with the University to carry out this project despite the fact that monies for three $3,000 annual graduate assistantships was set aside for contracts with the University. An attempt to carry out the project from the Center on a personal interview and analysis basis met with very little response from the districts.

SECTION B - GENERAL SUMMARY

CHAPTER 1 - MAJOR CHANGES NOTED

Any "major changes" in the categories designated (school, students, staff, and community) would have to be reported by the schools/districts, and organizations involved in the project. It is doubtful if administrative heads or community leaders would testify to or be able to document such changes.

Lack of definitions ("major", "changes") and cautions may have forced the writers of this final report to be overly hesitant in making claims of changes - major or minor.

In addition, the activities of a cooperative (temporary concept) seldom lend themselves to causing major changes in the schools/districts it is serving.

Perhaps the spin-off activities described in the next chapter are as close to "changes" as the Center can observe/claim.

CHAPTER 2 - SPIN-OFF ACTIVITIES

So-called "spin-off" activities or products stimulated by Center programs are introduced in this chapter. It is intended that these activities be defined as "those services and/or products indirectly resulting from Center interests, professional competencies, special service requests, and/or on-going projects related to the basic purposes of the Center".

a. Regional Identity - in terms of the participating districts initiating discussions on cooperative projects or programs. Some of this can be attributed to the Program Advisory Committee becoming a working group. Extensive discussions were held by this group on establishing a permanent Regional Service Center which would provide multi-district coordination, leadership and assistance in educational planning. At times it was the PAC's Chairman, William Hammer of Churchill County who had to remind the Center of the necessity for a regional meeting - for principals, superintendents, teachers, or secretaries.

b. Carson City Computer "Partnership" - in which the Center and the State's computer center developed a productive working relationship. This will be exceedingly important to the "inheritors" of the system, since State law now mandates the Department's using the IBM 360/50 complex in Carson City for any electronic data processing activities. This fact, plus the availability of many IBM program packages and/or capabilities throughout the nation were important considerations in designing a potential State-wide system. Excellent cooperation and high interest were

displayed by the State's Data Processing Director, Gordon Harding, and Programmer, Jack Christensen.

c. Nevada Education Communications Commission - on which WN-REC's Director serves. The Director's involvement in this State-wide project resulted from his having had extensive experience in educational communications. Recognition of this by the Executive Secretary of the Commission, Hugh Smith, prompted an invitation to serve on this Commission. The Commission's goals and activities were quite often related to the Center's purposes.

d. Educational Data Seminar - conducted during the spring of 1970. A surprisingly large enrollment (23) from within the Region was realized - primarily from two counties. The seminar was a cooperative effort with the University of Nevada, Reno, which gave three units of credit at the graduate level. Center staff members attended all sessions as voluntary consultants. Enrollment consisted of an equal distribution of classroom teachers, counselors, principals, and district administrators.

e. University Research and WN-REC Cooperation - is attested to by many planning conferences and potential agreements on cooperative programs. The University's Research Coordinating Unit (RCU), under Dr. Jack Davis, explored the possibilities of utilizing of utilizing OpScan capabilities in its data processing activities. The RCU contract with the Department to develop a State-wide Vocational Educational Student Data System resulted in cross-checking of procedures, coding, and instruments in order to possibly "marry" their design with the Center's SIS.

f. ITV Consultancy - consisting primarily of the Center Director's assistance in introducing, promoting, and/or evaluating the utilization of Instructional Television within the Region.

g. Non-Public School Involvement - in spite of the low number of potential schools within the Region (4), the Region's only Catholic School, St. Theresa(in Carson City) entered the SIS completely and participated in the testing program. This was easily accomplished after discussions with Father Caviglia, Education Director for the Diocese (Reno), and the school's principal, Sister Ellen.

This is the first known situation in which a parochial school has been directly involved in an ESEA Title III project in the Region.

h. Research/Evaluation Consultancy - primarily by the Center's Research Specialist as he worked with persons/agencies on problems related to evaluation designs, research information sources, critiquing proposals, etc.

i. Stewart Indian School Involvement - consisting of this BIA school's participating in the ninth grade standardized testing program (1969-70) and entering their ninth graders in the SIS. Two of their counselors visited the Center seeking testing and counseling assistance. Information searches were conducted for them. Many visits were made to the school.

j. Region Schools Change Record Keeping Procedures - as a result of a task force of clerical personnel convened for the purpose of "cleaning up" the data collection techniques for the SIS data and for writing a Data Collectors' Handbook, representatives from several schools stated that they were streamlining their filing systems in order to handle the SIS and their own data storage problems more easily. Some districts found that follow-up procedures to verify questionable data in school records were non-existent and that they were necessary. Other districts adopted variations of the WN-REC Student Information Data forms as part of their school enrollment procedures.

k. Short-cut Statistical Methods Discovered or Developed - Several counsellors in the Region have adopted the short-cut statistical procedures used in some of the reports emanating from the Center:

Calculations of IQ's from Stanford Achievement Test Subscores (See Using Student Data From Computer Printouts in Vol. III - Technical Reports - Part I).

Predicting Stanford Achievement Scores from Student Marks (See report in Vol. III - Technical Reports - Part I).

A short-cut calculation for Estimating Standard Deviation (See Curriculum Factors and Student Success, in Vol. IV - Technical Reports - Part II).

CHAPTER 3 - PROJECT MODIFICATIONS

In answering the question, "How could this project have been modified to make it more effective", the following modifications immediately come to mind:

a. Create A Receptive Climate - It became obvious early in the implementation stages (Winter, 1968-69) that too little "groundwork" had been done within the Region concerning the perceived need for or value of the project. As the State's program auditors stated:

> "In the planning and early developmental stages of the Centers, the objectives of the Centers were not clearly understood by county school personnel who were to be involved."

This serious obstacle could have been overcome by (1) determining the need for creating a "receptive" climate within the Region, (2) adopting a plan to assure the climate, and (3) implementing the plan before and during installation of the Center.

b. Matching Resources With Objectives - What should have been noticed during the design activities did not become apparent until many commitments had been made. As observed by the State's audit team:

> "It is clear that the original plan did not properly relate resources committed to objectives to be accomplished. Thus, it does not follow that failure to complete projected work is the result of poor organization or lack of aggressive pursuit of objectives. Rather, the difficulty is that of properly matching resources to objectives in the development of a unique undertaking." (See Appendix: Audit of Title III, p. 25).

> "The original time schedules set for the accomplishment of Center objectives were unrealistic. It will probably require upward of six years to complete the tasks set forth for the Centers."

At what point should the modification have been made? Obviously, the earlier the better - when the Center personnel, districts and some State leadership realized it. The situation was faced by the Center/districts during 1969, early enough to project more realistic objectives for the Center.

CHAPTER 4 - ASSISTANCE TO OTHER FEDERAL PROJECTS

Federally funded programs utilizing significant amounts of money are relatively few in a scattered rural/small schools complex. In this Region, three ESEA Title III programs, a National Curriculum Program Pilot, as well as a Bureau of Indian Affairs Indian School received special assistance from the Center.

a. Ormsby County ESEA Title III Project, "Teach by Objectives"

This project, "Individualizing Educational Programs for Secondary Students", was under the direction of Richard M. Gunkel, Director of Special Projects for Planning and Development, Carson City Schools.

At the request of the project director, the Center computed raw scores on ninth grade students resulting from administering Stanford Achievement Tests during the Spring of 1969. This data plus selected data from computer printouts were used in the project's evaluation procedures. In addition, the Research Specialist conferred with Gunkel on evaluation designs and preparation of the final report.

b. Stewart Indian School - This large school, located near Carson City, is administered by the Bureau of Indian Affairs. Center staff encouraged them to participate in the data project. As a result, the Center assisted the school staff in administering Stanford Achievement Tests to the entering ninth grade equivalent students. These students represented many tribal entities in eleven western states. The test findings and confidential comparisons of norms with surrounding public schools proved of extreme interest to Stewart's faculty.

c. Humboldt County's ESEA Title III Project, "Reading Program" Technical assistance was given the Project Director in designing collection forms and analyzing the students' performance. A pilot project grew out of this assistance - which demonstrates the interactions of the SIS, CIS and PIS (See Curriculum Factors and Student Success in Vol. IV - Technical Report - Part II).

d. Churchill County/University of Nevada Project, "Stretchers and Shrinkers" Mathematics Program - Technical assistance was given to the project director in analyzing some of the test data.

e. Churchill County's ESEA Title III Project, "Child Placement/Development Center" - The research specialist designed the evaluation system required before the project could be approved. The resultant design, it is understood, eliminated the necessity for having a program audit during the progress of the project.

CHAPTER 5 - MEETING ORIGINAL EDUCATIONAL NEEDS

Educational needs were identified in the Center's original ESEA Title III proposal prepared by Department personnel. Following are the most significant excerpts pertaining to the educational needs:

> "During the school year 1967-68 the Nevada State Department of Education implemented an educational assessment program for all school districts within the state. In the process of applying the assessment instrument, common needs identified by the assessment committees within the rural districts were identified.
>
> "Priorities among the identified needs included the necessity of having access to uniform data for the identification of the nature and degree of specific student problems so that educational goals could be based upon priority needs and thereby establish guidelines for planning efforts. Further, a priority was identified regarding the necessity for obtaining professional support staff with expertise in educational program development.
>
> "A viable management information system which provides for an on-going source of data for decision-making and which is representative of a broad base assessment of the total educational effort is a priority need of small school districts."

Previous discussions in Section A of this final report offer the Center's evidence that many of the above educational needs were met. While the often mentioned "total" information system is in the distant future for Nevada, as is the case in all states, the foundations for a workable and economical system have been laid by the Western Center. Increased output in more pertinent formats would promote increased and more effective use of educational information within the Region and the State. Unfortunately, time ran out.

APPENDICES

Audit of Title III, ESEA, Eastern and Western Regional Centers

An Impact Study

Resume of WN-REC Projects for 1970-71

A Nevada Educational Cooperative - A Proposal Outline

Comparison of Two Nevada Educational Needs Assessments:
A Rural Needs Assessment vs. A St te-Wide Assessment

WN-REC Termination Evaluation Survey

A Series of Miscellaneous Bulletins, Announcements and Letters
Pertaining to Some of WN-REC's Activities During 1970-71

AUDIT OF TITLE III, ESEA,

EASTERN AND WESTERN REGIONAL SERVICE CENTERS

STATE OF NEVADA

Prepared for

THE TITLE III STATE ADVISORY COUNCIL

by

Paul Ford

and

Arnold Tjomsland,

Educational Consultants

March 19, 1970

CHAPTER III

WESTERN REGIONAL SERVICE CENTER

The overall Center work-design is consistent with the direction outlined in the original program proposal. (May, 1968)

A high degree of consistency exists between the direction outlined in the original Title III proposal (May, 1968) and in the direction taken by the Western Nevada Regional Service Center. The time line for accomplishment of objectives as originally set forth will not be met.

Comment: Minutes of the Regional Board of Directors' meetings and the activities outlined by the Program Advisory Committee in its prepared agendas substantiate the fact that significant efforts have been expended by these groups toward achieving the goals outlined in the original Center proposal. Work now underway and in various stages of completion by the Center staff follows the hierarchial order as established in the May, 1968 request for financing from the U.S. Office of Education. Even under the most favorable conditions it does not appear that all of the six objectives set forth in the original proposal could be accomplished within the parameters of the original schedule for work. This opinion is concurred in by members of the various committees active in Center work. It is clear that the original plan did not properly relate resources committed to objectives to be accomplished. Thus it does not follow that failure to complete projected work is the result of poor organization or lack of aggressive pursuit of objectives. Rather, the difficulty is that of properly matching resources to objectives in the development of a unique undertaking.

The design represents an integrated and balanced approach to developing an EMIS which includes the following subsystems: students, staff, curriculum, material, facilities and finance.

The design used to ensure completion of stated objectives appears to be an integrated and balanced approach to developing an educational management information system. At the present stage in Center work evidence exists that the first three data subsystems noted--students, staff and curriculum--have been integrated in the design. Interviews with Center staff indicate that in the future the data gathering design will integrate the three other subsystems--material, finance and facilities.

Comment: It is reasonable to assume that all knowledge is related. This concept seems relevant to the problem of providing an information system for an educational endeavor. However, until adequate staff time has been committed to identifying the kinds of data needed in the area of material, finance and facilities, it is wishful thinking to suggest that the design of the collection devices will provide a total EMIS.

Student data have been collected for all ninth graders and work is well along in collecting the same data for all third grade children. The data collected has reasonable reliability and is comprehensive enough, when completed for grades one through twelve, to give administrators and teachers profiles of individual children and youth that should help define learning strengths and weaknesses.

Staff data collection is in the action stage. Much of the data to be collected is now available in the Office of the State Superintendent of Public Instruction. The Center staff is identifying additional data needed to make the information viable from the vantage point of the practitioner.

Initial work is underway by the Center staff to identify the kinds of data that need to be collected and stored in the area of curriculum. Some part of this information will gradually accrue in the student data section and some part will probably accrue in the staff data section. The Center staff is moving to the idea that the ERIC system probably will make a significant contribution to curriculum collection design.

Data collection designs for material, facilities and finance have not been developed.

To secure the lead time necessary to study in depth the essential data to be gathered in the six areas identified in the original proposal would have necessitated a concentrated effort to create understandings of the magnitude of the problem with practically all school districts in the state. Without adequate time for the Center to communicate its role, it was understandable that districts wanted immediate contributions (data) from the Center. In attempting to respond to this pressure for immediate data feedback, Center staff felt forced into starting certain data collection systems before they had analyzed the total data needs. In recognition of this it appears that modifications in present data collection systems will be mandated when data are collected in the areas of material, facilities and finance.

The design is logical, systematic, effective and objectives are clearly stated.

The design for this project appears logical and systematic and the Center objectives are clearly stated. How the design will be implemented is not as explicit as seems desirable.

Comment: The concept of developing an educational data bank with retrieval potential is innovative for Nevada. The genesis of this system was largely

fostered by personnel in the Office of the State Superintendent of Public Instruction. After adoption of the concept it was necessary to sell to the "users"--public and private school people--the idea and to show how this system would furnish relevant data on which to make sound educational decisions. In other words, the original idea, no matter how desirable or objective, was imposed on school people and the original program did not provide the Center either finances or personnel resources to satisfy the necessary communication requirements to make the project truly understandable to school personnel. Thus, the schools expected immediate data feedback too soon. Attempts to provide immediate feedback have tended to detract from the original integrity of the initial design.

Procedures for achieving objectives are explicit, effective and economically efficient.

Procedures for carrying out the intent of this program appear to be efficient.

Comment: During the first months of Center operation, the school districts were almost adamant in their stand that the Center staff should be the sole collectors of the data to go into the data bank. This attitude has changed. All but one of seven chief county school administrators visited in the western area said they were willing and were engaged in collecting necessary data for the EMIS. The acceptance of this function by local authorities assures the Center staff that one of the most costly elements in the program will be shared with local administrative entities in the western area.

On-going evaluation of Center activities is being conducted. This provides for correction or redirection of Center activities. Evaluation results are available.

The original proposal for establishment of this Center provided for retracking to develop the EMIS, but it did not provide for activities that would rewrite basic objectives of the program. The application for the continuation grant (April, 1969) did not authorize a change in the basic objectives, but it did provide for some change in emphasis and orientation. In the face of these controls the Regional Board of Directors and the Center staff have limited changes in program direction.

Comment: This Center is product-oriented and the success or failure of the undertaking is clearly observable. Any major redirection of activities would be self-defeating. The only changes noted by the auditors were aimed at developing more effective means for achieving previously stated objectives.

Designs for evaluation of Center products have been developed and employed. Results are available.

Designs for evaluation of Center products are inherent in the framework of the system. The chief evaluation device grows out of field testing--local verification. The Center has made significant changes in the pattern of securing the field test data and the pattern used in collecting the data for grades three and nine.

Comment: In looking for hard data to substantiate the operation of continuous evaluation, the auditors were impressed with the changes in the data gathering format employed in the initial field test on grade five and the final data gathering format adapted for use in gathering pupil information for grades one through twelve.

The diffusion plan is systematic and clear.

No unique diffusion system has been formally adopted. Initial reliance for diffusion has been placed on the publication of the Center's Record, contact between Center staff and local school people, and the interpretation of the program in the school setting by each local chief school officer who is a member of the Regional Board of Directors. The Center's leadership also expects some communication techniques to be developed by the Title III State Advisory Council. It will be noted that all four of these communication devices are essentially one-way in nature.

To secure information from the field which would be helpful in developing the Center's activities, a Program Advisory Committee was instituted. It is comprised of one second echelon administrator from each county. This group has, in part, fulfilled its purpose. Information gathered from visits with a random sampling of the Program Advisory Committee members indicates that this group is effectively contributing to the activities of the Center staff as that staff moves toward achieving Center objectives.

Comment: From outward appearances the decision of local districts to collect data for EMIS assures major involvement of local people in the undertaking. This involvement may well turn out to be the most effective diffusion device yet designed by the Center to establish a two-way communication model.

In-service work related to Center activities is planned and carried out.

The Center has been involved in some in-service work. The preliminary work in this area was limited almost exclusively to administrative personnel. An arrangement with the University of Nevada has now made feasible the establishment of a seminar staffed by the Center and awarding graduate credit; this arrangement is expected to increase the participation of second and third echelon administrative personnel and working members of the teaching staffs.

Comment: There is some evidence that a serious weakness in the operation of the Center has been its inability to communicate with school people other than top administrators. The determination of the Center staff to broaden this communication net to include other school staff is evidenced by the creation of the Program Advisory Committee and the projected seminars. These efforts provide a substantial thrust toward eliminating communication weaknesses.

If the lay community is eventually expected to underwrite the operating costs of the Center, a major thrust must be made to involve citizens in meaningful dialogue about the contributions to the learner that EMIS can be expected to make.

The lay community and non-public schools are involved in Center planning activities.

An attempt has been made to involve non-public school people in a meaningful way in the Center's activities. This group has expressed interest in the undertaking but little evidence exists that it is participating.

Comment: Very few students are being educated in non-public schools. It appears probable that they will become a part of EMIS when the planning and field testing are completed in all areas and the system is working.

Center governance policies and procedures are clearly defined.

Governance procedures for the Center are clearly set forth.

Comment: The minutes of the Regional Board of Directors identify and authorize each major activity pursued by the Center staff.

The Center is administered effectively and its staff is well qualified.

The internal administration of the Center may best be catagorized as friendly and positive. Responsibilities of the Center staff are spelled out in memorandum form and the internal operating structure

reflects the acceptance by each staff member of assigned responsibilities. The original Center submission of May, 1968 supplemented by the submission of April, 1969 sets forth the Center's general objectives. The minutes of the Regional Board clearly specify the Board's authority in setting policy.

Future planning is taking place.

Future planning for the project is not complete. Very little evidence exists that serious thought has been given to identifying data bank items for the areas of material, facilities and finance.

An item in the minutes of the Regional Board discusses the possibility of "a regional educational needs conference during this fiscal year with school trustees and key citizens from the region as primary participants". The Board charged the Center Director with the responsibility for initiating discussion with the Eastern Center so as to make the meeting statewide in scope.

> Comment: It appears that the Board and Center staff have come to the conclusion that the Center cannot complete data collection in the three year period established in the May, 1968 proposal. This means the EMIS will become only partially effective by the end of the third year of Center operation.
>
> From conversations with the Chairman of the Program Advisory Committee and several other PAC members it was apparent that a real thrust is being made to satisfy "user" needs. The Center staff is working with the Office of the Superintendent of Public

Instruction in the development of the staff data bank.

Significant information now accumulating in the student data bank should be printed out and placed in the hands of key teachers throughout the region to help create local "user" demands for more information that is important to the classroom teacher.

Future planning is aimed at securing financial support other than Title III funds.

There seem to be no formal plans for securing financial support other than Title III funds. However, when the local districts undertook to collect and report all local data, a significant "in-kind" contribution was underwritten by local groups. This has increased the capacity of the Center staff to accomplish selected aspects of its work.

Comment: While no formal action had been taken to commit local districts to financial support of the program, almost all chief administrators, with one exception, have been examining costs and considering means through which the Center's activities ought to be supported in the future.

AN IMPACT STUDY

Submitted to

WESTERN NEVADA REGIONAL

EDUCATION CENTER

ESEA, TITLE III

(Project #68-06706-0)

JUNE 1971

by

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THE IMPACT OF THE WN-REC CENTER ON EDUCATIONAL CHANGE

The Educational Resources Associates contracted to do a study of the impact of the WN-REC Center on educational change. The area served by the Center includes Humboldt, Pershing, Churchill, Mineral, Lyon, Douglas, Ormsby, and Storey Counties of the State of Nevada.

The contract was executed as the Center project was being terminated. Therefore, base line data was not available. The two basic questions to be answered were:

1. To what degree did the WN-REC Center "...assist member school districts in developing new and/or improved educational programs as a result of professional services related to projects adopted by the governing board of the Center"?
2. To what degree did the WN-REC Center "promote awareness of emerging changes in educational goals, programs, and procedures among school personnel"?

Data was sought through personal interviews with people knowledgeable of the WN-REC Center and collected by a prepared questionnaire. The questionnaire sought to identify the most important changes and what impact, if any, the WN-REC Center played in making the change. As a rough yardstick, the impact of the WN-REC Center is compared to the impact of important outside influences on the school districts making the change.

The first question in the study asked, "What has been done to improve the educational program of your district since September 1968?" Nineteen people produced a list of 96 educational improvements. These improvements were listed regardless of whether or not the WN-REC Center played any part in bringing the change about.

The second question asked the interviewees to "Compare the relative importance of these improvements." A 100 point scale was used with 1 being of lowest importance and 100 representing the very highest possible importance. When the total points for all items were added a score of 6,281 was obtained. The responses were grouped into four categories or clusters to facilitate statistical treatment and to relate the responses to WN-REC objectives. These were Curriculum, School Administration, Students, and Regionalism. One group of answers was clearly identified with the concept or with benefits derived from Regionalism. The other three categories were based upon the WN-REC objectives relevant to the management information

system - student information system, curriculum information system, and personnel information system. Sub-objectives for each of the information systems were used as criteria for categorizing the responses. The individual responses and the clusters they were placed in are contained in Appendix 1.

The point score for the relative importance of each cluster was then obtained by converting the total points scored in each category to a percentage of the total points scored in all categories. The results are as follows:

Cluster of Improvements Listed	Number of Improvements Cited	Relative Importance Points Scored	Relative Importance on 100 Point Scale
Curriculum	57	3,928	62.5
School Administration	21	1,373	21.9
Students	13	610	9.7
Regionalism	5	370	5.9
Total	96	6,281	100

It should be kept in mind that there were not 96 distinct improvements made since many of the responses referred to the same improvement, using somewhat different wording. It is clear however, that knowledgeable people in the eight districts, the State Department of Education, and the University of Nevada were able to identify many improvements.

The third question asked, "Which of these improvements have been influenced by an organization or agency outside your immediate district?" After listing the outside influence and the nature of the influence the interviewees were asked to "Compare the relative importance of the outside influences for each improvement." The outside influences cited fall into the four categories of: State Department of Education, University, WN-REC Center, and Other. The results obtained from the points scored by categories of improvements show the following result:

Category of Improvement	State Dept.	University	WN-REC	Other	Total Points
Curriculum	1,755	939	807	1,548	5,049
School Administration	560	333	610	380	1,883
Students	135	55	680	200	1,070
Regionalism	25	-	380	-	405
Total	2,475	1,327	2,477	2,128	8,407

When these points scored are converted to the 100 point scale the relative importance of the outside influences become:

Category of Improvement	State Dept.	University	WN-REC	Other
Curriculum	34.8	18.6	15.9	30.7
School Administration	29.7	17.7	32.4	20.2
Students	12.6	5.1	63.6	18.7
Regionalism	6.2	-	93.8	-
Total Relative Importance For All Cited Improvements	29.4	15.8	29.5	25.3

The people interviewed in the evaluation were asked to list what they considered to be significant emerging changes in education. This question generated a list of 70 responses. (See Appendix 3) The interviewees were then asked to identify those outside sources which had made them aware of the changes. No rating was asked for. Using the technique applied to the improvements identified in question #1, the responses were clustered under the same four categories. Impact in this case was indicated by the number of times a particular outside agency was mentioned.

Emerging Changes Identified		Outside Sources by Frequency of Mention			
Category	Number of Responses	State Dept.	University	WN-REC	Other
Curriculum	32	18	20	15	12
School Administration	16	6	6	6	14
Students	19	6	8	8	13
Regionalism	3	1	2	3	--
Total	70	31	36	32	39

The State Department of Education, the University, WN-REC, as well as other outside sources were involved about equally in promoting awareness of significant changes in education. The question concerning awareness did not attempt to determine relative importance of outside sources. The purpose, rather, was to identify which sources had played a role in this respect.

Based on the information presented in the preceding table, the WN-REC Center met its objective to "promote awareness of emerging changes in educational goals, programs, and procedures among school personnel".

The last two questions in the evaluation dealt with factors which affect the influence of a cooperative center such as WN-REC. Question #8 asked, "What factors diminish the influence of a cooperative center, such as WN-REC?", while question #9 was concerned with what factors increased its influence. The two questions together generated 124 responses of which 72 were related to factors diminishing center influence and 52 concerned with factors which increased its influence. Although a greater number of responses was obtained in answer to the question relating to factors which diminished the influence of a center, this may have been because that question was asked first and the second question was the reverse side of the coin.

The answers to both questions were, in many cases, similar. Answers to question #9 were often the positive statement of an item under question #8. An examination of the responses showed that they could be grouped or clustered under the three major headings - Resources, Communication, and Purpose. (See Appendix 5 and Appendix 6) Although the reader may experience difficulty in relating some items to the category heading it should be borne in mind that the printed word is an abstraction. The context within which a statement was made was an important consideration in determining its placement.

The question, "What factors diminish the influence of a cooperative center, such as WN-REC" produced 72 responses about two-thirds of which fell under the category "Purpose". This category included comments which were related to goals and objectives, involvement, commitment, leadership, and control.

In answer to the question, "What factors increase the influence of a cooperative center" nearly 70 percent of the responses were related to either purposes or communications, with about 44 percent within the "Purpose" category.

The comments under "Purpose" can be summarized in the six positive statements which follow:

(a) The purposes of a center must be clearly stated.
(b) The purposes must be relevant to district perception of needs.
(c) All those affected by a center must in some way be involved in establishing and agreeing upon purposes of the center. This involvement must include more than the "top brass" of participating agencies.

(d) Participating district personnel must be committed to the concept of cooperative regional efforts on at least a trial basis.
(e) Strong leadership and support from the State Department of Education is necessary.
(f) Decision-making by a regional policy making body is necessary.

Approximately 23 percent of the responses to questions #8 and #9 could be grouped under "Communication". A good communications system appeared to be essential to the successful operation of a center. Conclusions which can be drawn from this category include: (a) The center's communications system should provide for communications with agencies outside the region such as the State Department of Education, the University, and the districts served by the center. (b) It was important that generation and dissemination of information not be restricted to the top level of district administration. Communications must be in depth to include principals and teachers who are ultimately the recipients of center products. (c) Clients of a center need to be continually informed in clear and concise ways about the purposes and operation of the center as well as about the services and products available. Even though center clients may have been involved in the establishment of its goals and objectives and are in agreement with those goals and objectives it is apparently important that they be continually reminded about center purposes. It is also important that they be kept informed of center progress toward those goals and objectives.

Although some comments under "Communication" mention geographic isolation of the districts as diminishing the influence of a center, 80 percent of the answers had to do with communication procedures or with information content.

The "Resources" category contained the fewest number of responses but there was considerable unanimity in the statements. The conclusions drawn from this category are rather obvious. To be effective a cooperative center requires funding adequate to meet its goals and a staff which is well trained, experienced, and responsive to demands of center clients. The center must provide products or services which are beyond the resources of the clients in terms of quantity and/or quality.

CONCLUSIONS

Did WN-REC "...assist member districts in developing new and/or improved educational programs as a result of professional services related to projects adopted by the governing board of the Center?"

Did WN-REC "promote awareness of emerging changes in educational goals, programs, and procedures among school personnel?"

The answers are in the affirmative.

To what degree did WN-REC provide this assistance?

Results of the Impact Study indicate that the assistance provided by the WN-REC Center was at least in the same ball park as that coming from other and longer established outside influences. The data collected supports the proposition that WN-REC was a new resource for the school districts of Western Nevada which made a substantial impact in a short period of time.

Obviously, accomplishments did not match hopes. A greater impact could be achieved through improved ways and means for:

(a) Obtaining agreement on, and commitment to, precise, relevant objectives for a center through a greater degree of involvement and participation.
(b) Maintaining continuous, meaningful communications with those affecting and those affected by the operation of a center.
(c) Matching resources (time, money, and people) to the success requirements for meeting objectives.

Perhaps the resource in shortest supply for more nearly achieving the hopes of the WN-REC Project was the resource of "time". Henry Ford reported, "The Edison Company offered me the general superintendency of the company but only on condition that I would give up my gas engine and devote myself to something really useful."[1] Time is priceless for development of new products and services. As Peter Drucker clearly shows in Managing for Results, "Results are obtained by exploiting opportunities, not by solving problems".[2] The evaluation of WN-REC leaves a nagging suspicion that here was an "opportunity" without enough time for development because priorities were given to "something really useful".

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[1] Ford, Henry. My Life and Work. New York, Doubleday, Page and Company, 1922, pp.34-35

[2] p.5

APPENDIX 1

IMPROVEMENTS CITED BY INTERVIEWEES AND ARRANGED BY CATEGORY

CURRICULUM CATEGORY

Continuing teacher in-service related to implementation of new program concepts. (staff awareness)
The initiation of federally supported research projects to: (under Titles I and III of ESEA) test the feasibility of new approaches to instruction.
Construction of an open concept secondary school, master planned for flexibility to future program changes in design and structure.
The establishment of learning resources centers for application to a middle school concept.
New position - director special services.
In E. C. Best Jr. High - the development of a comprehensive sex education program.
Remedial reading program.
The opportunity to develop a more comprehensive drug education program - this has just gotten off the ground.
Some innovations in the special education program giving students in this area of instruction a chance to broaden their experimental background through attending other classes.
A pilot and working individualized instruction program in 7th and 8th grade science.
New buildings.
Curriculum development: school programs coordinated.
Structuring committees consisting of teachers and administrators for evaluating textbooks.
Revamping structure from (K-6), (7-9), (10-12), to (K-5), (6-7), (8-9), (10-12).
Library improved.
Vo-tec expansion.
Reorganization of neighborhood school - middle school concept.
Development of Title I project for economic disadvantaged.
Pre-school clinic pilot program.
New facility housing grade 1-4 and a resource center. This building has enabled us to have a better library and auditorium. The new building is innovative in design.
Development of special education for mentally retarded.
Systematic approach to improvement of reading.
Individual instruction.
Improved reading and language arts programs.
New facilities - junior high school to be expanded into a high school. Ed. learning concepts in new facility.
Administrative reorganization and administrative staff - in-service upgrading.
Addition of research and development services.
Development of sex education program at the junior high and drugs and narcotic program on the intermediate level.
Development of "level system" on the primary level.
Coordination of the testing and evaluation system on the elementary and secondary level.
Use of TV in elementary classrooms.
Information searches.
Special education programs.
Curriculum committees organized, studies conducted.

APPENDIX 1

CURRICULUM CATEGORY (continued)

Elementary programs improved and upgraded (district classes one year ahead of Calif.).
Literature search.
Title III program at high school and elementary school.
Establishment of a trainable school.
Establishing a learning disabilities class at the middle school.
Innovative trial and error attempt at establishing a middle school.
Remedial program and special education program.
Curriculum development and assessment.
Improved vocational counseling.
New way (information) of looking at textbook adoptions - better coordination.
Curriculum development.
Curriculum development and external evaluation.
Information.
Individualized instruction.
Special education.
Mini courses.
Greater utilization of federal funds.
There has been a great upsurge of creativity in the realms of curriculum, strategy and methods.
Instruction in the primary is completely individualized and standards have risen on the whole.
Evaluation of our program.
New and recently funded project that will provide a school district child diagnostic center.
Research into a new method of teaching 7th, 8th grade math to low ability students.
Re-evaluation of curriculum - child centered.

SCHOOL ADMINISTRATION CATEGORY

Administrative reorganiztion based on function analysis.
The establishment of an office of research and development with its director in a full-time, non-federally supported line authority to the superintendent.
Administrative training for sensitivity to emerging changes.
Recent legislation requiring binding arbitration.
Position of assistant superintendent established and filled.
Sending teachers and administrators to seminars, etc. I refer specifically to one I attended sponsored by the AASA on innovation!
Quality of our teachers.
Hiring a consultant from the University of Nevada to assist this district in planning.
Consultants from state department of education giving lectures and assistance.
Computer based data retrieval system in Lovelock assisting this district.
In-service programs.
Accountability.
In-service programs.
Accountability.
Awareness of accountability - teachers, administration.
Reading in-service program.
Development of knowledge about computer technology as it can apply to district policies (testing programs data bases).
Greater awareness on part of administrators and guidance personnel about data bases and computer assisted guidance.

APPENDIX 1

SCHOOL ADMINISTRATION CATEGORY (continued)

Principal became non-teaching in November 1968 and was enabled to coordinate activities.
In-service training.
Upgrading of instructional staff.

STUDENTS CATEGORY

Parent-teacher conferences in lieu of report cards for one or two grading periods.
Transportation survey.
Assessment/total pupil data.
Pupil data collection and usage.
Student data.
Student testing.
Testing program.
Transportation survey.
Improved school-community-student services.
Greater emphasis on research with learning for students the main force of this emphasis. Mr. Richard Sernkel, research and development, has directed this activity. Behavior objectives stressed.
Development of a comprehensive testing program within the various grades that can be used as a comparative measure of achievement and help in curriculum development.
Expansion of pupil personnel services and staff.
Title III - diagnosing pupils reading disabilities.
Staff utilization of objective referenced evaluation procedures (limited, however, to those staff who have been committed through project participation).

REGIONALISM CATEGORY

Regional operation.
Regional cooperation - meetings, exchange of information.
Regional cooperation.
Awareness of benefits from regional cooperation.
Awareness of regional educational problems.

APPENDIX 2

ORGANIZATIONS OR AGENCIES OUTSIDE THE IMMEDIATE DISTRICT WHICH HAVE INFLUENCED THE IMPROVEMENT OF THE EDUCATIONAL PROGRAM AS CITED BY INTERVIEWEES

U. S. Office of Education
State Education Association
National Education Association
Local districts
Publishing companies
American Association of School Administrators
Local
State legislation
Federal legislation
Washoe system
Community
National Association of District Attorneys
SIECUS
Teachers
Teaching market
Consultant firms
State Department
University
WN-REC Center

APPENDIX 3

SIGNIFICANT EMERGING CHANGES CITED BY INTERVIEWEES AND ARRANGED BY CATEGORY

CURRICULUM CATEGORY

Community College.
Listing national priorities in which education ranks highly.
Districts not fearing to experiment with innovative concepts on a "pilot" basis.
Consolidating bookkeeping intc computers.
Individualization of instruction.
Meeting ethnic problems.
Development of multi-media approaches.
Systems approach to education.
Educational accountability.
Information on students as to success and failures - reason why.
Students informed about sex-problems, knowledge of ones self - female and male.
District movement towards greater individualization of curriculum at all levels.
Development of individualized instruction.
Individual learning program for children.
Facilities need to be modified to allow for more open space instruction.
Technical or vocational education.
Education relevant to society.
Innovations.
An emphasis on the need to provide stronger vocational counseling for those youngsters who are not college bound.
New approaches to teaching.
Open building.
New methods of instruction.
Open buildings.
Community college.
Renewed interest in vocational education.
Accountability.
Non-graded program.
Move toward education for technicians? Emphasis on trades.
Individualized approach.

SCHOOL ADMINISTRATION CATEGORY

Active role of U.S.O.E.
More participation by state in decision making.
That eventually, some type of system of pay should be developed to award the "doers" and pay those "others" accordingly.
Federal influence/role.
Getting away from "trivia" for the classroom teacher.
State department of education taking a real leadership role.

APPENDIX 3

SCHOOL ADMINISTRATION CATEGORY (continued)

Teacher militancy.
Teachers-administrators becoming more professional in encouraging children to learn. Medias-activities all should aid this concept.
Principals and administrators must allow teachers to implement their creative ideas.
Different levels of education (elementary, junior high, senior high) will also have to discuss more curriculum and method and strategy. (Interdisciplinary and horizontal and vertical dialog).
Many teachers are going to have to change their attitude toward professional evaluation and change.
Teachers need to know each other better professionally. They need much more interchange of ideas.
Involving teachers in decision-making.
In-service training for teachers and administrators.
Teacher negotiation in so many fields.

STUDENTS CATEGORY

Information on students having problems at an early stage of educational program.
Contracting with private agencies to perform basic educational services.
Better attendance of this type of student. Parents better informed.
A small but growing (my feeling) more personal awareness of the student needs (the whole child) by the teacher.
Teacher-pupil relationship.
Regimentation.
Changes in discipline.
Teachers-principals have greater knowledge to deal with the individual child. Student and staff data most important to this concept.
Less retention - no failures.
New ways of reporting - conferences.
Involvement of students, particularly high school and higher education level in decision-making.
Impact of international involvement on education and student action.
A more reasonable approach to individualizing programs for students. That is, for some students individualization should be mandatory. For others group processes work best. We should not jump into individualization for <u>all</u> students.
Change in teacher attitude toward students (+).
Better interpretation of data.
Better collection, storage and retrieval of data.
Better collection, storage and retrieval of data.
Better interpretation of data.
Academic to vocational education shift in emphasis
Community use of building.

REGIONALISM CATEGORY

Merging of district concept into regional organization, e.g., regional planning and research centers.

APPENDIX 3

REGIONALISM CATEGORY (continued)

Regarding #2 - colleges, and high school levels of preparation, should be working together - a more thorough coordination at all academic levels.

A total assessment of what we are trying to do in education regarding applicability of education to realistic goals. This would require coordination of college requirements, high school requirements, etc. There is much that is being taught on the college and high school level, based on outdated philosophies of education, that is totally unnecessary.

APPENDIX 4

OUTSIDE SOURCES WHICH HAVE CREATED AN AWARENESS OF SIGNIFICANT EMERGING CHANGES AS CITED BY INTERVIEWEES

Professional publications

Professional Administrative Organizations

State Teachers Association

National Education Association

News media

Federal forms

Individual reading and research

National organizations

Personal contact

Reading

Community

National programs

Personal reading

Working with peers

American Association of School Administrators

Literature in field

Other schools

Personal attitude

State Department

University

WN-REC Center

APPENDIX 5

FACTORS THAT DIMINISH THE INFLUENCE OF A COOPERATIVE CENTER CITED BY INTERVIEWEES AND ARRANGED BY CATEGORY

RESOURCES CATEGORY

Lack of personnel in the center.
Collecting data by inexperienced personnel who antagonize others.
The difficulties in establishing the center - personnel problems in early staffing.
The inability of a non-profit oriented center staff and its associates to reach total unanimity and expertise as to its purpose and procedure, thus diminishing the effectiveness of a comprehensive team approach to "selling" the center concept.
Lack of financial commitment on the part of cooperative districts.
Facility was closed before results were available.
Inadequate funding.

COMMUNICATION CATEGORY

Lack of the involvement of building level principals, teachers, service personnel, etc. by the center - failure to adequately communicate center purposes to region constituency - including public!
Poor communications.
Poor communications.
Lack of communication.
Center or products not sold.
Lack of cooperation by the district with its subordinate people who can benefit from the center's offerings - i.e., lack of communication of events, programs, in-service, etc.
Lack of "selling" the programs to participating districts.
The necessary but lengthy forms at the beginning of any data collecting system.
Peoples relative ignorance in the proper way to fill out necessary forms for good record keeping.
Lack of awareness by those ultimately affected by its efforts but not directly associated with its personnel and/or programs (I refer here to building levels of operations: i.e., principals and teachers who are not involved in its governance but who receive its services indirectly).
The lack of an "instantly visible" service and/or product due to the very nature of the center's R & D effort, which is primarily aimed at creating output for decision rather than "solution strategies". Ideas and concepts are tougher to sell than gadgetry. Certainly, a film distribution center might fare better.
Travel - 228 miles travel to a board meeting lasting about 2 hours.
The geographical, (in our particular case) factors of distance and sparseness make this type of center difficult to administer.
Remoteness - difficult in maintaining connections.
Geographic separation (specifically Nevada).

APPENDIX 5

PURPOSE CATEGORY

Inadequate philosophical support from higher administrative units.
General philosophical isolation of units caused by geographical and cultural isolation.
Lack of long term commitment to concept by county units.
Lack of commitment to original purpose of center - feeling that planning and evaluation are not really essential to school operation.
Fear that each district will not receive its share of service.
Lack of majority or pluralistic commitment to regional type programs and services: most local agencies in spite of their "cooperative nature" operate independently and bring their self-vested interests and ideas to be considered.
Lack of active support by other governmental agencies who indirectly control or compete with center activities as well as with those agencies its structure is to serve.
Relative fear of giving up some local autonomy.
Lack of appreciation of the concept of shared services.
Skepticism in regard to value of such services to small school systems.
Provinciality by district administrations.
Lack of clear cut, uniform goals on behalf of participants.
The objectives of center - extremely difficult to meet in three years with limited staff and equipment.
Lack of knowledge about its reason for being.
Inadequate delimitation of goals, (i.e., biting off more than can be chewed!)
Lack of assistance to schools.
Purpose not clear.
No coordination of needs, objectives between districts.
Purposes, goals, of center not clear.
Input not relevant to output.
Purpose not clear.
Expectations re: input and output.
Purpose of center not clear.
Lack of absolute understanding by its governing constituents as to its purpose: thus minimal direction is given beyond policy.
The political and social timeliness of its inception as well as the appropriateness of its location.
Wrong type of approaching, i.e., computerized accounting and pupil services.
The small enrollments of cooperating districts makes usage of computerized data irrelevant and in most instances unnecessary except for specific factors.
Conservative, untrained boards of school trustees who are disinterested in such projects.
Untrained status of most administrators in the small districts without background in data analysis.
Competing with state department of education.
Lack of state department leadership.
Lack of state guidance.
Lack of support (control, guidance, etc.) from board of directors - perhaps caused in part by lack of financial commitment on the part of cooperative districts.
Lack of directives from directors.
The urban-rural complex of the state of Nevada: i.e., the rural-oriented center attempted to serve a state function with little support from its ruban centers--or from the state itself!

APPENDIX 5

PURPOSE CATEGORY (continued)

Lack of state department of education support.
State department consultants and specialists that published their evaluation and influence center staff selection.
Influence of state department.
State department projecting the program without guidance and presenting goals as to what it would accomplish.
Narrow minded educators that look at stored data as an invasion of privacy.
School district officials that don't thoroughly understand the long-range benefit.
The differing problems of the various districts.
The autonomy of the various school districts.
Requires too much district effort.
Districts small and independent.
Boards not all in support - some don't like federal aid.
Opposition to change.
Independence of districts.
Philosophy of administration.

APPENDIX 6

FACTORS THAT INCREASE THE INFLUENCE OF A COOPERATIVE CENTER
CITED BY INTERVIEWEES AND ARRANGED BY CATEGORY

RESOURCES CATEGORY

Need for expertise not previously available.
Provide services which small district cannot provide for itself.
Offering services through this trained staff not available to the smaller districts.
Trained and experienced staff.
The advantages gained through research and development.
The center, to a certain extent, have the time to devote to specific educational problems while we in the local school are generalists and must give our attention to a multitude of problems.
Well-trained, ambitious cooperative center staff, that can "sell" districts on their products and demonstrate their products usefulness.
Adequate funding to meet the stated goals of the center.
Its ability to project problems that a school district may be having and possible solution. This of course, was just beginning to show upon termination.
Time!!!!!
Providing service to the districts that the districts are not capable of performing themselves - and - educating the districts of the potential, practicality and need for such services.
The staff during the last year of the centers operation.
The selection of outside expertise (non-region and non-state) who are directed to support a center concept or program procedure with commitment through experience: and not to be influenced by "in-house" bias and/or political restraint.
Stability of center staff.
General capability of staff personnel.
Increasing awareness of necessity for such a cooperative center based on: (a) scarcity of funds to accomplish by oneself, (b) expertise needed to develop and maintain such programs.

COMMUNICATION CATEGORY

Extensive "in-the-field" operations with expert personnel such as Ted Brough.
Good communication/rapport - district - state.
Promulgation of information to other centers in the state and in turn, receive and disseminate other centers' findings and experiences.
Meaningful research.
Selling effectively the future growth pattern of a community - this will eliminate the need for automation.
Prompt and friendly answers to all questions - before they are asked!
Someone to talk to - a neutral agency.
Personal contact when possible.
Stress the local benefits.
Public relations.
Building a "service" image from the start.
Visibility of services.
Dissemination procedures.

APPENDIX 6

PURPOSE CATEGORY

Cooperation with the state department of education and university system.
Ability to meet perceived needs of district leaders.
Increased understanding of need and capabilities.
Learning that we all (each school district) share some problem in common.
Having timely and needed in-service training programs and seminars relative to the educational needs of the various districts.
Association with counties of same size with mutual problems.
The developing of an understanding amoung county superintendents of the need of services attempted by the center.
Staying with objectives.
The formation of a program advisory council which was composed of second level management personnel who were directly involved with center personnel and activities--and had reached common purpose.
Regularly scheduled meetings of district superintendents aimed at focusing on one concept--that of center purpose and activities--rather than a potpourri of other scheduled business-thus, toward the last year of operation the "region" came to envision some common purpose.
Growing willingness to try something new and unique.
Growth on part of county administrators.
Demonstrate need to district (of district need).
Convince district of reason for center being.
Wide involvement in planning.
Product of value to district.
Initial input from "grass-roots" - the people affected by output.
More cooperation between state and districts.
More involvement on part of people affected by project.
More cooperation between state and districts.
Strong state leadership.
Clear statement of purpose and agreement on part of clients.
Sell superintendents <u>first</u>.

RESUME

OF

WN-REC PROJECTS FOR 1970-71

September, 1970

WESTERN NEVADA REGIONAL EDUCATION CENTER

220 Main Street
P. O. Box 421
Lovelock, Nevada 89419

Tel. (702) 273-2631

INTRODUCTION

The publication and distribution of this Resume of WN-REC Projects for 1970-71 will serve two purposes:

1. It supplies the additional data/information requested by the Federal Programs Division of the State Department of Education.

2. It provides all interested parties a brief introduction to the Center's 1970-71 projects.

Readers are reminded that some of the special projects, especially those associated with identifying learner needs, could be confirmed by cooperating districts only after contacts were made the latter part of August. Also, much material supportive of the projects is stored at the Center - collection forms, data cards, computer printouts, research reports, etc. Any person needing copies of this material is encouraged to request such from the Center.

DESCRIPTIONS

CENTER PROJECTS FOR 1970-71

I. WN-REC STUDENT INFORMATION SYSTEM (SIS) HANDBOOK

Publish and distribute the first complete "WN-REC SIS Handbook" for use by the Region's constituants and as part of the final ESEA Title III project report. The Handbook will consist of sections on the SIS system design, system usage, research summaries, data collection procedures, samples of print-outs available (with costs to users), and additional programs available (with cost). Constant revisions and additions will take place per needs and experiences within the eight-county region.

II. SIS USE

Promote effective uses of data/information resulting from SIS within the Region. The anticipated dissemination activities for the identification of user needs and matching of SIS outputs includes: workshops, University approved seminars/courses, introductory sessions for non-professional groups, individual consultations, and demonstration sessions.

III. NEW INFORMATION SERVICES

Promote effective uses of special information services complimentory to the SIS. These shall include professional consultations by Center staff, consultations by Center hired consultants, information packets from the WN-REC/Boulder Information Service (on call), Center Educational Planning Library, special seminars and needs/problems sessions.

IV. LEARNER NEEDS

Reveal and/or document perceived learner needs within the Region. In so doing, the SIS shall be utilized in part or in whole as the student data base upon which significant analyses are made. As required, other data shall be incorporated in order to provide research breadth and make valid the findings. Findings and techniques will be reported to appropriate persons/agencies. For reasons of efficiency, potential significance, and management control, specific pilot projects have been district approved within the Region:

1. Student Performance Indicators: Identifying those elements of an eighth grade student's school record and his socio-economic data record which would most accurately predict scholastic successes in high school. (See further description on page 3).

2. The Effect of School Personnel Factors on Student Performance: Identifying characteristics of school personnel which impinge upon student performance both at the elementary and the secondary level. (See further description on page 4).

3. Monitoring Experimental Curricula: Measuring attitudes of students, teachers, parents, and public toward newly instituted curricula and correlating this with student successes in the new courses. (See further description on page 4).

4. Curriculum Information Related to Student Success: Identifying course content and course descriptions and interrelating them with student performance and student characteristics as stored in the SIS. (See further description on page 5).

V. PUBLIC/PROFESSIONAL CONCERNS

Identify the Public/professional concerns about the public school educational systems within the Region. Data gathering strategies such as conferences, interviews and surveys shall be used. Among audiences being considered are teacher units, trustees, legislators, government officials, PTA units, and the general business community(s). Co-sponsorships by appropriate agencies such as the Nevada State School Board Association and the Research and Evaluation Unit (UNR) are being explored.

VI. SIS PACKAGE

Package for adaption and/or adoption within the State the Student Information System as developed by the Center. Such action(s) will result from field testing the package in two interested districts - Lincoln and Nye.

VII. NEW SIS DATA

As the Center works with the districts and/or State in applying the SIS data base, additional data needs will be identified. These will be analyzed as to practicality, pertinence, and productivity before they are incorporated in the SIS package or recommended for inclusion. In all liklihood, much of the data will have been identified, tested, revised, and recommended for storage as the result of the several learner needs projects. (See Project IV. above).

VIII. PILOT CURRICULUM/PERSONNEL DATA

Per discussions in the WN-REC Continuation Proposal, 1970-71, and the learner needs projects, pertinent data from existing and/or new data bases will be utilized. This usage will assist the Center in weighing the importance of such data as future curriculum and personnel data systems are anticipated.

IX. CONTINUING REGIONAL AGENCY

Determine the needs/desires for a continuing regional agency which would serve districts in Western Nevada. Anticipating recommendation requests from the SDE, the Center will import presentations relative to multi-district programs, encourage out-of-region visitations by appropriate persons, and project possible regional plans per the instructions of the Board.

IV. LEARNER NEEDS APPENDIX

Pilot Project #1 - STUDENT PERFORMANCE INDICATORS

NEEDS STATEMENT:

The Churchill County School District, because of expanded vocational-technical course offerings, is embarking upon an individualized, prescribed instructional program at the secondary level for all students. In order to effectively institute an IPI program, it is imperative that the school district's administrative and counseling personnel have viable base line data on each individual youngster, for the sole purpose of assisting the youngster in making the proper vocational choice.

PROJECT GOAL:

To initiate the first phases of a project which, when completed in future years, will provide a far more accurate student data base upon which school administrators, counselors, and/or teachers can assist youngsters in making the proper vocational choice upon entering secondary education.

PROCEDURES:

The Project Task Force will consist of Fenton Ray, Counselor, and Don Johnson, Principal, E. C. Best Junior High School; Bill Hammer, District Director of Special Services; Frank Brown, Vocational Education Consultant, SDE; Don Travis, Principal, and Monte Moore, Counselor, Churchill County High School; and Victor M. Hyden, Jr., WN-REC Director. This group will be supplemented by to-be-selected consultants and specialists.

Of initial concern to the Force will be (1) agreement upon a goal; (2) the adoption of specific objectives; (3) the recognition of project parameters; and (4) the development of project strategies - all to be realized during the Fall months.

Of special importance will be a presentation by the Folsom/Cordova Unified School District (California) which will explain a related five-year project which now permits better orientation of 8th grade students to their high school education - especially as related to any college education ambitions by these students.

The SIS data base will be utilized extensively in analyzing the several student socio-economic and academic performance factors. Other inputs will be data gathered from standard academic, inventory, and interest tests as situations warrant.

As permitted by WN-REC and Churchill district resources, pertinent investigative trips and consultations will be arranged.

Pilot Project #2 - THE EFFECT OF SCHOOL PERSONNEL FACTORS ON STUDENT PERFORMANCE

The information on school personnel stored in the State Department of Education's "Certification Information Program" data bank will be interrogated along with the information on students stored in the SIS. This will be done for two counties (Mineral and Humboldt) that have expressed an interest in personnel-student interactions. Upon completion of this "factor analysis" the sensitive personnel parameters will be isolated and additional ones proposed based on the district's needs and experience, and any applicable research.

The purpose of the project is to relate personnel data to student performance as measured by standardized tests, recorded school performances, and additional student measures where appropriate. The resulting relationships will be of value to the school districts involved in meeting future staffing requirements.

Pilot Project #3 - MONITORING OF EXPERIMENTAL CURRICULA

Pershing county School District is experimenting with a mini-course concept. In any analysis of new curricula it is necessary to monitor students and teachers with an eye to measuring the congruency of the course objectives and course outcomes -- that is, was the course successful? The Center has agreed to assist Pershing County High School in monitoring their mini-courses.

Much of the success of a new curriculum is measurable not in terms of student achievement (though this will be measured) but in terms of attitudes toward the new courses. Students, teachers, administrators, parents, and others in the community, plus SDE personnel will be contacted before, during and after the courses are offered and their attitudes measured. The questionnaires used will be simple opinion questionnaires (7-point scale) designed to elicit definite responses about the course objectives, content and delivery. Similarly worded questionnaires will be used for each group with special items added for specific groups.

Pilot Project #4 - CURRICULUM INFORMATION RELATED TO STUDENT SUCCESS

Two districts (Douglas and Humboldt) have indicated interest in identifying and describing course offerings in sufficient detail that analyses of student successes can be made by cross-filing with the SIS stored information. The curriculum descriptions will, of course, include personnel information where necessary. Historical data on file with the districts will be used to identify recent curricular changes and any pertinent changes in student behavior. Student measures will include standardized tests, recorded marks, and anecdotal records where available.

The Center will continue the Regional compilation of the course title and numbering system as an integral part of the SIS. The curricular files, the personnel files and the SIS will be interrogated using suitable statistical techniques (such as step-down multiple linear regression) to search for sensitive indicators of student success.

A NEVADA EDUCATIONAL COOPERATIVE

A PROPOSAL OUTLINE

January 8, 1971

Prepared at

Western Nevada Regional Education Center
Lovelock, Nevada

for the State meeting of
School Superintendents, Jan. 14, 1971

EREC/WN-REC
1/8/71

A PROPOSAL OUTLINE

A NEVADA EDUCATIONAL COOPERATIVE

INTRODUCTION

At a state meeting of district school superintendents in Tonopah, Nevada, December 10, 1970, some consideration was given to the possibilities of establishing a fifteen-county regional service agency beginning in July, 1971. The insertion of this agenda item was at the request of the two existing regional center Boards - the Eastern Regional Education Center (Ely) and the Western Nevada Regional Education Center (Lovelock). The regional operations are scheduled to terminate June 26, 1971 upon the demise of three years of federal funding.

The culmination of the Tonopah discussion was a motion that the two center directors, Victor M. Hyden, Jr. (WN-REC) and Lewis Saxton (EREC) prepare a brief proposal for consideration by the superintendents at their next meeting January 14, 1971 in Carson City.

It is in response to the superintendents' request that this proposal outline has been prepared.

A

NEVADA EDUCATIONAL COOPERATIVE

I. PREMISES

"Every child should have available to him a comprehensive program that includes general education, special attention to the differentiated needs of the gifted, the average, and the slow learner; and programs appropriate in content and variety for both the college-bound and those desiring vocational training".[1]

By circumstances of residence, many youth are not assured of quality education or equal educational opportunity as the result of limited enrollments, limited facilities, limited special services, limited course offerings, and/or limited classroom learning situations.

In turn, opportunities, strengths and advantages exist within the rural/small school complex which must be recognized and assured of continuity before any "crash" programs, unnecessary services, and/or ill-advised changes are initiated.

These statements, and others available for additional documentation in any extensive proposal, provide a basis upon which to discuss the possibilities of establishing a fifteen-county educational cooperative in Nevada.

II. THE INTERMEDIATE UNIT

In discussing any new or altered administrative arrangements it should be emphasized that the State has the ultimate responsibility for the operation of a system of schools within its boundaries. That all of the states have been obliged to delegate this responsibility to local, or subordinate, governmental agencies does not negate the fact that each of these subordinate, governmental agencies operates at the discretion of the State's legislation. This reminder becomes especially pertinent when considering any possibility of Nevada's underwriting any regional complexes - in six months, two years, four years, or at any point in a time-line.

Dr. Frank Heesacker, Northern Montana College, when reporting the findings of the National Rural Shared Services Study (1968-69),

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[1] Floyd Falany, "Shared Services in Georgia", Georgia Education Journal. (February 1968):12-17.

conducted by the Northwest Regional Educational Laboratory (Portland), defined eight organizational structures committed to cooperative efforts. They are:

Spontaneous Cooperatives
School Study Councils
Supplementary Education Centers
Intermediate Units
Single State Small School Improved Projects
Multiple-State Projects
Regional Educational Laboratories
A National Federation

It is the fourth structure, the "intermediate unit", that appears to merit the most serious consideration when contemplating a productive multi-district service agency in Nevada.

The intermediate unit is perhaps best recognized in its historical role as the Office of the County Superintendent of Schools. However, this "second echelon" (middle unit) is rapidly changing its profile. School district reorganization efforts in nearly all states since World War II have prompted many of them to establish units transcending county political boundaries.

The traditional view of the intermediate unit has held that this structure serves as a downward extension of the State Department of Public Instruction. Recent discussions on the role of this unit have pointed to a newer philosophical position - that of the intermediate unit as a service agency of the local districts. While this unit should have responsibilities to both the constituent local school districts and the State Department of Public Instruction, the basic orientation of the intermediate unit should be to the local school districts and its relationship to these districts should be that of helper rather than master.

The creation of the regional or multi-district intermediate unit, as opposed to the county superintendency concept, has been the most active legislated administrative structure in recent years. In New York these units are known as BOCES (Boards of Cooperative Educational Services); in Colorado as BOCS (Boards of Cooperative Service); in Wisconsin as CESE (Cooperative Educational Service Agencies); in Texas as RESC (Regional Educational Service Centers); in Nebraska as ESU (Educational Service Units), and in Iowa as RESA (Regional Educational Service Agencies). Others are in developmental or implementation stages in Oregon, Washington, Montana and Louisana.

III. A NEVADA EDUCATIONAL COOPERATIVE

It is proposed that an organization of rural/small school districts be established in the State of Nevada consisting of the following districts: Carson City, Churchill, Douglas, Elko, Esmeralda, Eureka, Humboldt, Lander, Lincoln, Lyon, Mineral, Nye, Pershing, Storey, White Pine. District membership shall be voluntary and shall be based upon participation requirements yet to be determined.

This regional organization shall be known as the Nevada Educational Cooperative (NEC).

It will be noticed that the proposed title ignores the terms "rural" or "small school". The inherent problem in incorporating either of these terms is best presented by Dr. Heesacker in the document Project Report: Part One - Rural Shared Services:

> "While the phrase 'rural America' holds a romantic, nostalgic, 'Horatio Alger' connotation for many urbanites, to the educators in communities of 500 to 15,000 the implication that they are anything less than 'metropolitan' is offensive. To attempt to discuss 'rural education' with such persons frequently results in his disinterest. However, such persons are willing to discuss education in specific terms where their own districts are concerned. The point to be made is that if one is desirous of effecting change in rural schools, he will need to find some term other than rural to describe that which he wishes to change."

The term "cooperative" not only has emerged in education within the past few years, as introduced previously, but also would appeal to a large segment of citizens within the fifteen counties - witness the following:

> "Farm people who are members of cooperatives have become fully aware that, when their own unit of production is small, they can compete with big organizations only by joining forces and cooperating. This well understood need is identical to that which smaller school units have for providing an educational program of the scope and quality considered essential in smaller communities and rural areas."[2]

Thus, the adoption of the term "cooperative" would provide an extremely important term for use in communicating with the large agricultural community to be served.

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[2] Howard A. Dawson, Rural Education--A Forward Look: Yearbook 1955, Washington, D.C.: National Education Association, Department of Rural Education, 1955, p. 60.

IV. NEC OPERATIONAL CRITERIA

Basic to the successful operation of any cooperative is agreement upon criteria or ground rules. Among those deemed essential are:

1. The focal point of all cooperative activities shall be its youth.

2. The cooperative shall focus on what's basic to education as well as on what's new in education.

3. Vital to the cooperative's success shall be the direct and productive involvement of school/district personnel.

4. The cooperative's governing Board shall consist of member district superintendents.

5. The governing Board shall establish educational needs priorities within the Region and direct the Center staff's work accordingly.

6. The Center's staff shall work with district personnel in developing services and programs responsive to the governing Board's established educational needs.

7. The desires and requirements for local autonomy (community, district, or school) shall be recognized by the Board and Center in all activities.

8. The Center shall not operate resulting services or programs. It may conceive them, develop them, support them, but operational details are passed on to other hands.

9. The new cooperative shall attempt to build upon successful services or programs inherited from previous Nevada regional or multi-district projects - especially the EREC, WN-REC and WSSSP.

V. NEC GOALS

The following statements seem to present accurate, succinct, and yet communicative goals for the Cooperative and for the Center.

Cooperative's Goal

TO ADVANCE QUALITY EDUCATION AND EQUALITY OF EDUCATIONAL OPPORTUNITY FOR THE YOUTH WITHIN THE REGION THROUGH COOPERATIVE EFFORTS.

Center's Goal

To assist member school districts in developing new and/or improved educational services and programs which will meet the Cooperative's goal.

VI. POTENTIAL NEC OBJECTIVES

In the preparation of this proposal outline, a questionnaire was submitted to each district superintendent in the fifteen county area. It asked them to indicate their interests in potential services from a Nevada educational cooperative. Services listed and described in the two-page questionnaire were gleaned from existing Regional services, previous conversations with district personnel, letters from districts and a perusal of national reports on multi-district organizations.

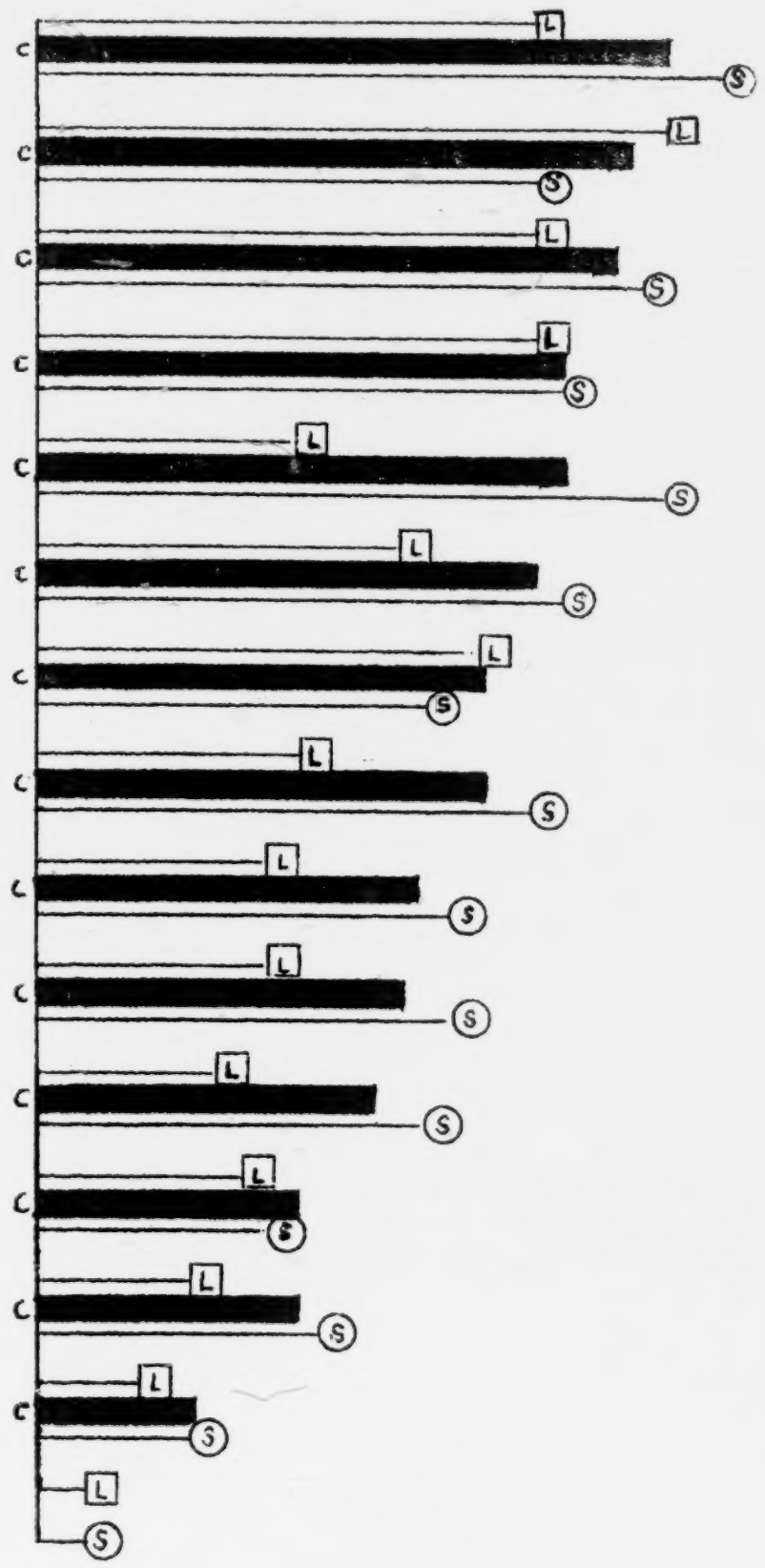
The WN-REC received completed questionnaires from eleven districts representing 80 percent of the area's ADA.

EREC/WN-REC
1/8/71

Table I

[1]NEVADA DISTRICT SUPERINTENDENTS' INTERESTS IN COOPERATIVE SERVICES

[2]Ranks Ⓢ	[2]Ranks L	[2]Ranks C	Interests
1	2	1	Assist Eval., Research
6	1	2	Coordinate Data Process
3	3	3	Assist in Proposals
4	4	4	Develop Curriculum
2	7	5	Provide Consultants
5	6	6	Coordinate In-Service Ed.
10	5	7	Provide Info. Services
7	8	8	Develop Inst. Materials
8	9	9	Develop Guidance Services
9	10	10	Develop Psych., Health Serv.
11	12	11	Develop Coop. Purchasing
13	11	12	Involve Public in Education
12	13	13	Assist Recruit Personnel
14	14	14	Represent Rural Area
			Data Use
Write-Ins			H.S. Scheduling



[1] Based on survey of 15 districts, excluding Clark and Washoe.

[2] Ⓢ Small = average of seven districts with ADA's under 2,000.
L Large = average of four districts with ADA's between 2,000 and 5,000.
C Consensus = average of all (eleven) districts responding.

Spearman Rank Correlation between Ⓢ and L = 0.811 ($P < .001$)

EREC/WN-REC
1/8/71

A. AN ANALYSIS

An analysis of the preceding reported superintendents' interests (Table I) seems to reveal the following:

1. The smaller districts are more consistantly interested in the potential services of a cooperative.

2. Only in the areas of data processing and information services do the larger districts express more interest.

3. If a focal point is revealed for the cooperative development of services and programs, it is "Develop Curriculum". In the questionnaire this item was described as:
   "Develop needed curriculum programs while involving district(s) personnel."

The recognition of this common interest as a focal point for Cooperative activities would strongly suggest the following:

a. Cooperative emphasis must be given to projects which will result in the fastest possible insertion of programs and products into the classrooms.

b. The earliest possible identity of the most critical curriculum areas must be made by the member districts.

Identifying educational needs or problems within Nevada has been an active process for several years. The most recent state-wide study, Education in Nevada: An Assessment for 1970, State Department of Education, revealed the following top six imperative needs in Rural and Remote Rural Areas:

Rural	Remote Rural
1. Reading	1. Reading
2. Student Motivation and Guidance	2. Student Motivation and Guidance
3. Diagnosing Pupil Needs	3. Program for Slow Learners
4. Classroom Facilities	4. Teaching Personnel
5. Non-Graded Program	5. Kindergarten Education
6. Teaching Personnel	6. Primary Education

Dr. J. Clark Davis, Director, Research and Educational Planning Center, University of Nevada - Reno, and the director of the study stated on page 80:

> "All respondent groups and all areas of the State agree that reading is the first imperative need and it is concluded that this subject should receive the greatest emphasis in decisions regarding the educational program of the State."

Other interests rated high by the eleven superintendents who responded to the recent questionnaire will lend themselves effectively to the development of curriculum - evaluation/research, data processing, preparing proposals, providing consultants, in-service education, information services, and instructional materials.

Of special importance will be the continuation and improved use of the educational data/information systems developed by the two regional centers since 1968. These systems, though still in need of more dissemination, will provide a basis upon which to design and implement needs studies, proposal documentation, and evaluation procedures.

Out of necessity this discussion of objectives or potential services has been general in nature for two reasons:

1. To be expansive might be presumptive for the authors.
2. The final design must originate with the member districts if it is to succeed.

B. Evaluation Criteria

When considering bases upon which services, programs, and objectives might be evaluated, the following seem significant:

1. The extent to which Cooperative developed services or programs are adopted by districts at district expense.
2. The extent to which districts continue membership in the Cooperative - especially if the "price tag" increases following federal funding.
3. The extent to which the State Legislature responds to possible financial support beyond federal funds.
4. The Cooperative's success in obtaining special funds (private, industrial, commercial, foundation, federal, state, etc.) for specific projects and/or continuation of the Cooperative.

VIII. NATIONAL SUPPORT PATTERNS

The necessity to analyze the financial support patterns for the many emerging educational cooperatives in the states, prompted a telephone inquiry to Dr. Frank Heesacker, Field Coordinator, National Shared Services Study, at Montana Northern College. He identified the following common support characteristics:

1. The cooperatives' central offices, in terms of facilities, personnel, and development funds, are receiving their major financial support from the state legislatures - often upon termination of a three-year federal planning grant.

2. New services to or programs for the cooperatives' districts (such as data processing, audio-visual, information, in-service training, cooperative purchasing, etc.) have been or will be adopted by districts at the districts' expense. Their adoption quite often follows the development and testing of such activities using federal funds. In other situations they were services or programs imported from similar educational climates but adapted to local needs and conditions.

It would seem fruitless to seriously suggest that the cooperative's central office, the Center, be supported totally by district funds. On the other hand, consideration must be given to the possibility of the districts at least partially supporting a Center.

In light of the above factors, the authors present the following "Projected NEC Budget" for consideration by the district superintendents.

SUPPORT ALTERNATIVES

Alternative "A"

I. CENTER BUDGET

A. Personnel (71,000.00)

B. Travel (8,500.00)

C. Operation (12,850.00)

$92,350.00 FEDERAL FUNDS. Obtained from a federal grant for three years.

D. Program Development

$20,000.00 DISTRICT FUNDS!

Obtained from member districts on a per ADA basis. Total uncertain until districts joining are identified and ADA formula is adopted.

II. DISTRICT SERVICES BUDGET

As a result of any combination of credit possibilities on the left, the total Regional credit shall average no less than 1.00 per ADA in the Region. Some district credits which could apply are:

a. Purchasing the Sacramento Student Data Service.

b. Buying and using VIEW in schools.

c. Subscribing to the WN-REC Student Information System from the State.

d. Purchasing special consultant services from the Center.

e. Joining other districts in sponsoring a special consultant, project, or study.

f. Subscribing to a library or research abstract service introduced by a Center

Others will emerge in future years as the result of cooperative work.

Alternative "B"

I. CENTER BUDGET

$112,350.00 FEDERAL FUNDS!

All of the Center Budget supported by a federal grant for three years.

II. DISTRICTS' SERVICES BUDGET

Same!

A NEVADA EDUCATIONAL COOPERATIVE

PROJECTED BUDGET

I. CENTER BUDGET

A. Personnel	
Director, Research Specialist, Field Coordinator, Secretary, Clerical, Retirement, Retirement, NIC, Hospitalization, etc.	$ 71,000.00
B. Travel	
Center cars' (3) mileage, plus in/out region expenses.	8,500.00
C. Operation	
Supplies, Telephone, Equipment Service, Grantee Fiscal Service, Outside Audit Fee, Custodial Services, Vehicle Insurance, Office Rent, Equipment.	12,850.00
D. Program Development	
Funds for use in developing programs or services specified in the NEC proposal. Board established priorities and objectives shall dictate uses of this money.	20,000.00
	$112,350.00

II. DISTRICTS' SERVICES BUDGET:
Consisting of NEC membership credits, earned by individual districts during each operational year by:

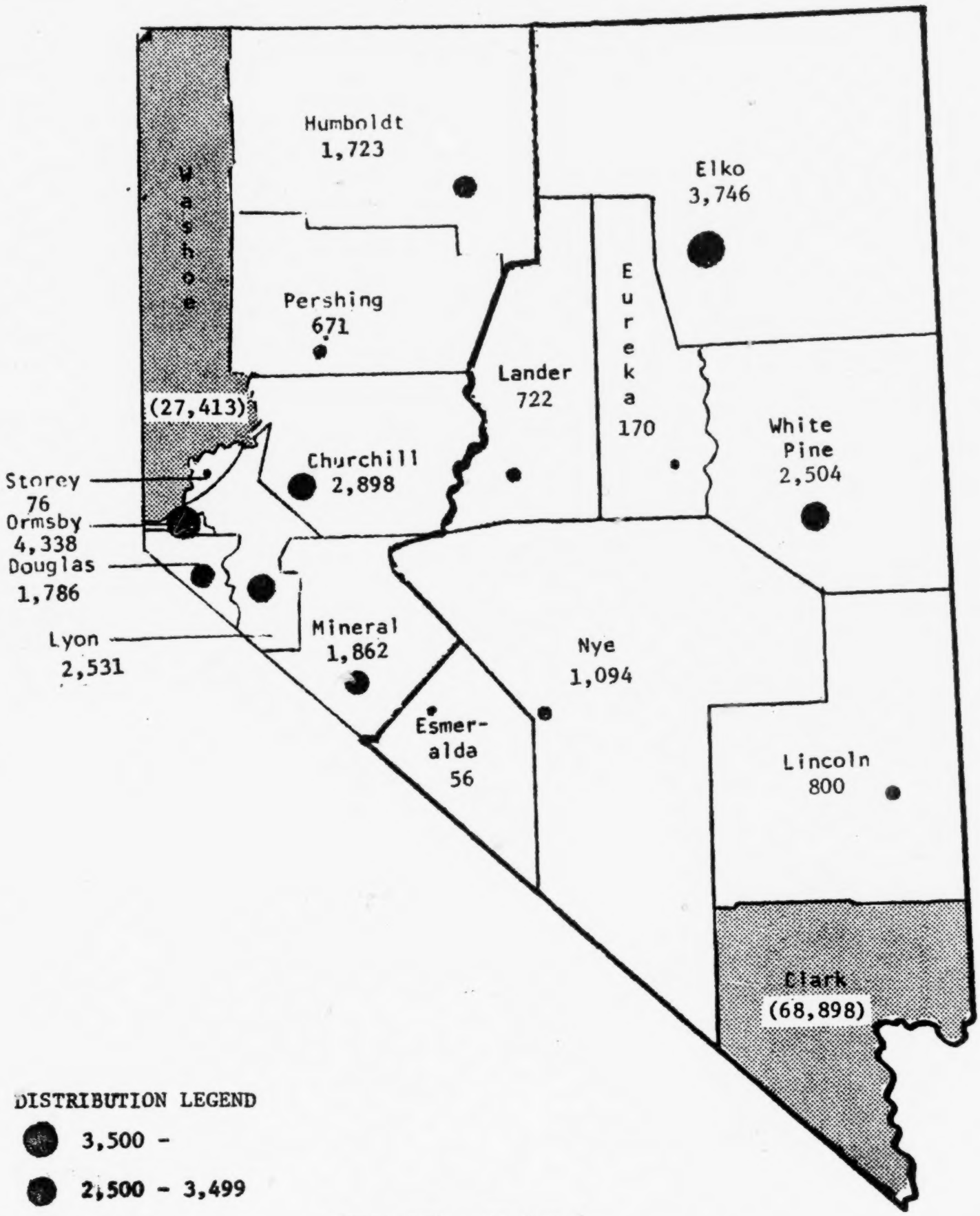
1. A districts financing the continuation of programs or services which result from regional projects or have been introduced within a district by a Center.

2. A district reserving funds for contracting with the Center for services of special interest or concern to that district.

3. Supporting a special project (consultant, visiting teacher, mobile unit, etc.) with other districts for a specific period of time.

Accumulated Credit	20,000.00
	$132,350.00

POPULATION DISTRIBUTION FOR 15 SMALL COUNTIES



DISTRIBUTION LEGEND

- 3,500 -
- 2,500 - 3,499
- 1,500 - 2,499
- 500 - 1,499
- 0 - 499

TOTAL ADA = 24,977
(Total from September, 1970 ADA Reports)

COMPARISON OF TWO NEVADA EDUCATIONAL NEEDS ASSESSMENTS:

A RURAL NEEDS ASSESSMENT VS. A STATE-WIDE ASSESSMENT

by

Victor M. Hyden, Jr.

Theodore G. Brough

January 13, 1971

WESTERN NEVADA REGIONAL EDUCATION CENTER

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SUMMARY

Comparing the rank ordering of educational needs revealed by two studies[1, 2] done for different purposes, reveals a certain degree of agreement. The respondents in the two studies agree that Curriculum Development and In-Service Training of Personnel are high on the needs list, while Personnel Recruitment and Information Services are fairly low on the list. Some discrepancies do exist, especially as to the need for Evaluation and Research and Data Processing assistance. However, the Superintendents outside the Metropolitan areas more or less agree on their rankings of educational needs. The Superintendents from the Western part of the State demonstrate fair agreement with Educators throughout the State, while the Superintendents from the smaller non-metropolitan districts exhibit fair agreement with the ranking of educational needs of the rural (but not remote rural) population as a whole.

DISCUSSION

A recent memorandum[1] discussed the results of a survey concerning superintendents' interest in various cooperative services that could be offered by a Rural Educational Cooperative. The results of that survey revealed high interest in broad educational planning objectives (such as evaluation and research) and low interest in more specific educational administrative services (such as aid in recruiting of teachers). A comparison of the results of this survey with the results of a state-wide assessment[2] disclosed a different ordering of

[1] A Nevada Educational Cooperative, a proposal outline, (Western Nevada Regional Education Center, Lovelock, Nevada, January 8, 1971). To be discussed at a state meeting of school Superindents, Carson City, January 14, 1971. (pp.6-7).

[2] Education in Nevada: An Assessment for 1970 (Nevada State Department of Education, 1970), p. 31.

imperative needs. For example, comparing the rankings of Superintendents' Interests in various Cooperative Services (Table I of Ref. 1) with the Rankings of Educators' Imperative Needs in the area of administrative services (P. 31 of Ref. 2) reveals an apparent dissimilarity:

	Rank Ref. 1	Rank Ref. 2
Curriculum Development	4	1
Research and Evaluation	1	7
Data Processing	2	10

At first glance one might conclude that the results from the two surveys are discrepant. However, a closer examination of the two studies reveals that this is not so.

Among the various reasons for the apparent discrepancy are:

1. The sample is different. Assessment in Nevada, 1970 utilizes as "professional educators" the "superintendent of schools in each of the districts, a random choice of principals or vice-principals, and teachers chosen randomly within each district ..... these groups were selected in accordance with generally accepted statistical sampling techniques from each of their respective populations".[3] A total of 208 educators were in the sample. It seems that teachers outnumbered the superintendents (and principals) in the sample by a ratio something greater than 2 to 1. The results, then, were essentially ratings by urban teachers diluted somewhat by a representation of principals and by superintendents. The sample in A Nevada Educational Cooperative proposal consisted of 15 district superintendents from the rural counties.[4]

2. The survey technique was different. The technique in Assessment in Nevada was a forced choice method scored on rankings alone. The Nevada Educational Cooperative study used a 5 point rating scale that was scored and the results reported as a ranking. The results in Assessment in Nevada are reported in a final table as a composite ranking of 15 imperative needs based on the respondents having ranked the particular item among the top 4 (out of 10)[5] in their final ranking of the highest rankings of the ten categories[6] (essentially the top 4 items for each respondent out of the 100 he was asked to rank).

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3 Education in Nevada, 1970, pp. 3, 4.
4 A Nevada Educational Cooperative, Table I (follows p. 6).
5 Education in Nevada, 1970, p. 64.
6 Education in Nevada, 1970, p. 59.

The results of the survey in A Nevada Educational Cooperative are reported as a ranking of all of the 14 areas to which the respondents reacted.

3. Only some of the categories in the Nevada Educational Cooperative study are administrative service needs to which educators responded in Education in Nevada, 1970.

   In order to make a legitimate comparison between the results of these two opinion surveys, the data in the two reports was reanalyzed and an attempt made to find equivalent categories within each study. Of the 14 interest categories in the Nevada Educational Cooperative study, 11 could be equated to categories in Education in Nevada (10 categories appeared by name in the Education in Nevada study among 90 of the sub-categories listed, the 11th category, In-Service Education is a single broad category in the Education in Nevada study). Three categories: Represent Rural Area, Cooperative Purchasing, and Assist in Proposals could not be identified in the Education in Nevada study. Recording the average ranking in the identified sub-categories given by Educators, the Rural Sample and the Remote Rural Sample results in the following Table of Average Rankings (in order of their appearance in the questionnaire used in Nevada Educational Cooperative study):

TABLE 1

EQUATING CATEGORIES IN TWO STUDIES

CATEGORY IN REF. 1	SUB-CATEGORY IN REF. 2	AVERAGE RANKING IN REF. 2		
		EDUCATORS	RURAL	REMOTE RURAL
Curriculum Devel.	Curric. Devel. (9) +	3.48	3.76	4.18
Instruct.Materials	Educ. in Planning Instr. & Devel. Curr. (19)	4.79	4.94	4.79
Info. Services	Libraries/Instr.Ctrs.(13)	4.63	6.81	6.25
Evalua./Research	Research/Evalua. (9)	5.65	5.26	5.92
Counselling and Guidance	Psychol. Test and Referral (11)	4.63	5.11	5.26
Psychol./Health Services	Elem. & Jr. H. S. Guidance (11)	4.30*	4.58*	4.02*
Data Processing	Data Processing (9)	8.21	8.06	8.28
Consultant Serv.	Specialized Pers. (13)	5.10	5.29	5.52
In-Serv.Training	In-Service Education**	-	-	-
Public Involvement	School-Commun.Rel. (9)	4.99	5.32	4.58
Pers. Recruit. Support	Teacher Turnover (6)	6.75	6.32	5.73

+ Refers to the table in the Study: Education in Nevada, 1970, where the sub-category appears.

* Average of rankings for Elementary School Guidance and Junior High School Guidance.

** In-Service Education, since it was a broad category did not have a specific average ranking. Its placement must await ranking of the rankings and then comparison of placement with the others in the Summary of Imperative Needs, pp. 75-77 of Education in Nevada, 1970.

These same 11 categories appear (among 14) in Table I of Nevada Educational Cooperative in rank order for all respondents and for the respondents grouped as representing small (under 2,000 ADA) or large districts (2,000 to 5,000 ADA). The data in Table I of that study was further divided into rankings of respondents from the Eastern Region and from the Western Region. The rank orderings of the 11 categories of Ref. 1 (three excluded, see p. 5, above) as given by the five groups: Consensus of All, Large, Small, Eastern Region, and Western Region, are shown in Table 2.

TABLE 2

ADJUSTED RANKINGS, NEVADA EDUCATIONAL COOPERATIVE

CATEGORY (REF. 1)	RANKS*				
	SMALL	LARGE	CONSENSUS	EREC (East)	WN-REC (West)
Curriculum Devel.	3	3	3	8	2
Instruct. Materials	6	7	7	5.5**	6.5**
Info. Services	9	4	6	7	6.5
Evaluation/Research	1	2	1	3	1
Counselling/Guidance	7	8	8	5.5	9
Psychol./Health Services	8	9	9	9	8
Data Processing	5	1	2	1.5	3
Consultant Services	2	6	4	1.5	5
In-Service Training	4	5	5	4	4
Public Involvement	11	10	10	11	10.5
Pers. Recruit. Support	10	11	11	10	10.5

*Ranks based on ratings given these 11 items by Superintendents who responded.

**Ranks with tied ratings are given the average of the two rankings involved in the ties.

If we make the assumption that the average rankings for the sub-categories in Table 1 are independent of each other and that each major category is equivalent to the other, then we can rank these average rankings into an overall ranking. The results are shown in Table 3.

TABLE 3

ADJUSTED RANKINGS, EDUCATION IN NEVADA

	RANK BY GROUP		
CATEGORY IN REF. 1	EDUCATORS	RURAL	REMOTE RURAL
Curriculum Development	1	2	3
Instruct. Materials	6	4	5
Info. Services	4.5*	10	10
Evaluation/Research	9	6	9
Counselling/Guidance	3	3	1
Psychol./Health Services	4.5	5	6
Data Processing	11	11	11
Consultant Services	8	7	7
In-Service Training	2**	1**	2**
Public Involvement	7	8	4
Pers. Recruit. Support	10	9	8

*Tied Ranks are given the average of the two ranks involved in the ties.

**Rank arrived at by comparing ranking of In-Service Sub-categories (Education in Motivating and Guiding Pupils and Education in Diagnosing Pupil Needs) in Tables 23, 26, 27 (pp. 64-71) with the rankings of the categories in Table 3, above, in those same tables. For example, in Tables 23 and 27, In-Service categories rank below curriculum but above School-Comm. Relations (Public Involvement). In Table 26, In-Service categories rank above School-Comm. Relations (Public Involvement), but not below curriculum).

The ranking for In-Service Training (a general category) was arrived at by comparing the In-Service Training rankings in the Education in Nevada Study with the other sub-categories in the final ranking tables (see footnote to Table 3, above).

Comparison of Table 3 with Table 2 reveals some agreement between the two studies (Education in Nevada and Nevada Educational Cooperative). Table 4 combines the results of the two studies into a common table of rankings:

TABLE 4

RANKINGS IN TWO STUDIES *

CATEGORY	RANKS, REF. 1					RANKS, REF. 2		
	S	L	C	E	W	Ed	Rur	R.Rur
Evaluation/Research	1	2	1	3	1	9	6	9
Data Processing	5	1	2	1.5	3	11	11	11
Curriculum Devel.	3	3	3	8	2	1	2	3
Consultant Services	2	6	4	1.5	5	8	7	7
In-Service Training	4	5	5	4	4	2	1	2
Info. Services	9	4	6	7	6.5	4.5	10	10
Instruct. Materials	6	7	7	5.5	6.5	6	4	5
Counselling/Guidance	7	8	8	5.5	9	3	3	1
Psychol./Health Serv.	8	9	9	9	8	4.5	5	6
Public Involvement	11	10	10	11	10.5	7	8	4
Pers. Recruit. Support	10	11	11	10	10.5	10	9	8

* Nevada Educational Cooperative Study (Ref. 1):
S = Small Districts, Rural Nevada (ADA under 2,000)
L = Large Districts, Rural Nevada (ADA 2,000 to 5,000)
C = Consensus of Small and Large Districts, Rural Nevada
E = Superintendents in Eastern Region
W = Superintendents in Western Region

* Education in Nevada, 1970 Study (Ref. 2):
Ed = Educators
Rur = Rural Districts (H. S. enrollment under 300)
R.Rur = Remote Rural Districts (H. S. enrollment over 300)

Examining Table 4, one can see that the greatest agreement (apparently) between the two sets of rankings occurs between Small (S) and Rural (Rur). A similar agreement between rankings occurs between West (W) and Educators (Ed). No others are obvious.

Computing correlations[+] between the three rankings from the study Education in Nevada and the five rankings from the study in Nevada Educational Cooperative yields the following results:

Spearman Rank Correlations, r_s:

	Ed	Rur	R.Rur
S	.050	.381**	-.021
L	.073	-.036	-.373
C	.032	.062	-.303
E++	-.237	.014	-.082
W++	.295*	.185	.055

* $p \sim .10$

** $p < .10$

Of these calculated correlations, two approach significance.

The Superintendents of Small Districts in the Study of Ref. 1 rank the categories in a manner similar to the total population in the Rural group of the Ref. 2 Study. The Superintendents in the Western Region rank the categories in a manner similar to the Educators of the Ref. 2 Study.

[+] Spearman Rank Correlations, r_s, see Sidney Siegal, Non-Parametric Statistics For the Behavioral Sciences (New York: McGraw-Hill, 1956), pp. 202-213.

++ The correlation between E and W is, $r_s = .588$ ($p < .05$).

Moreover, the Superintendents from the Large Districts in Rural Nevada rank the categories in a direction opposite to that of the Remote Rural Population (r_s = -.373, $p < .10$). The Rural Superintendents as a group (consensus) also rank the categories in a direction opposite to that of the Remote Rural population (r_s = -.303, $p < .10$). This may indicate that the Superintendents in the rural areas of Nevada do not consider themselves as being as isolated as does the general population of the remote rural areas. Especially is this true of the Superintendents of the Larger Districts. The close relationship in ranking of the Superintendents in the Western Region to those of the Educational Population (r_s = .295, $r \sim .10$) may demonstrate their close contact with the Reno Metropolitan Area, a situation not enjoyed by the Superintendents in the Eastern part of the state.

CONCLUSION

We can conclude, then, that these two studies of felt needs are somewhat consistent even though the populations for the two studies are quite dissimilar. One of the studies: Education in Nevada, 1970 includes representatives of the public as well as broad representation from Educators at all levels, while the other study: A Nevada Educational Cooperative, A Proposal Outline, includes only Superintendents. Despite this population difference there is some agreement between the two studies concerning areas of educational emphasis. The Superintendents of the Smaller Districts tend to agree with the emphasis put on educational matters that the Rural population (but not Remote Rural populations) does. The less isolated Superintendents in the Western part of Nevada agree somewhat with the Rural populations' assessment, but agree more with the Educational experts as a group. The Superintendents of the Larger School Districts disagree with the rankings of the Remote Rural population, as do the Superintendents in the Rural areas as a group.

WN-REC

TERMINATION EVALUATION

SURVEY

June 18, 1971

Victor M. Hyden, Jr.
Margaret S. Madden
Beryl I. Riehm
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WESTERN NEVADA REGIONAL EDUCATION CENTER

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A final evaluation questionnaire was mailed in May, 1971 to each Superintendent, Assistant Superintendent, Program Advisory Council Member (PAC), Secondary Principal, Elementary Principal, Secondary Counsellor, and Elementary Counsellor in the Region plus the most active State Title III Advisory Council Members (a total of 75 questionnaires). Thirty-nine completed questionnaires were returned and means of the responses were compiled. The questionnaire follows this discussion.

The tallies and the means (using 7 high, 1 low) of the responses are shown in the following form. The respondents were then gathered into groups and the mean responses were again tallied and normed (Tables 1 to 6) and these results were graphed for easier analysis (Figs. 1 to 6).

The trends of the overall means (Fig. 1) indicated greater satisfaction (if a higher rating means satisfaction) with participations and Center services by the representatives of large districts (High School 300 members or larger) than by respondents from the smaller districts. The respondents in general felt that the center had kept them informed of Center activities and seemed to rate consistency with original purpose at the same moderate level, regardless of size of district. The desire to continue some or all of the services was highly related to the rating of their value by the respondents.

WN-REC
Lovelock, Nevada

5/17/71

FINAL REPORT QUESTIONNAIRE

Dear Colleague:

Following are five questions relative to your professional reactions to the Center's purposes and work during the past three years. Please place an X somewhere along the rating scale for each query. Comments on the back. The results will appear in the Center's final report. Please return this sheet immediately in the enclosed envelope. Thank you!

Your Professional Position:

Superintendent ___: Assistant Superintendent ___: Elementary Counselor ___:
Secondary Counselor ___: Elementary Principal ___: Secondary Principal ___:
Other ___: (Identify _____)

---

1. Recalling your original understandings of the purposes for establishing a regional center, to what degree was this Center's eventual work consistant with those understandings?

   High ___: ___: ___: ___: ___: ___: ___ Low

2. If you requested and/or used any of the following Center information services, to what degree were they of value?

   Student Data Printouts (computer) High ___: ___: ___: ___: ___: ___: ___ Low

   Center Research Reports ___: ___: ___: ___: ___: ___: ___

   Boulder Research Abstracts/Articles ___: ___: ___: ___: ___: ___: ___

   Stanford Achievement Test Reports ___: ___: ___: ___: ___: ___: ___

   Mailed Pamphlets/Articles/Documents ___: ___: ___: ___: ___: ___: ___

Note: Please identify any uses on reverse side - important!

3. To what extent do you feel you were kept informed of Center plans or activities (workshops, courses, publications, visitations, etc.)?

   High ___: ___: ___: ___: ___: ___: ___ Low

4. If you participated in any of the following Center sponsored activities, in general how would you rate their value to you?

   University Credit Data Course High ___: ___: ___: ___: ___: ___: ___ Low

   Data Seminars or Workshops ___: ___: ___: ___: ___: ___: ___

   School Visitations ___: ___: ___: ___: ___: ___: ___

   Special Center Staff Consultancies ___: ___: ___: ___: ___: ___: ___

5. If possible in the near future, which (if any) of the Center's Services to districts would you wish to see reactivated?

WN-REC
Lovelock, Nevada

5/25/71

FINAL REPORT QUESTIONNAIRE - RECAP

ALL RESPONDENTS

Dear Colleague:

Following are five questions relative to your professional reactions to the Center's purposes and work during the past three years. Please place an X somewhere along the rating scale for each query. Comments on the back. The results will appear in the Center's final report. Please return this sheet immediately in the enclosed envelope. Thank you!

Your Professional Position:

Superintendent ||||: Assistant Superintendent |||: Elementary Counselor ___:
Secondary Counselor |||: Elementary Principal ||||: Secondary Principal ||||:
Other ||||: (Identify Tit. III, PAC, Dir., Special Service, U of Nev.)

---

1. Recalling your original understandings of the purposes for establishing a regional center, to what degree was this Center's eventual work consistant with those understandings?

High ___: ||||: |||: ||||: ||||: |: ||| Low 6.05

2. If you requested and/or used any of the following Center information services, to what degree were they of value? ——————→ 4.91

Student Data Printouts (computer) High |||: ||||: ||: ||||: ||: |||: ||| Low 4.27

Center Research Reports |: ||||: ||||: |||: ___: ||: ___ 5.05

Boulder Research Abstracts/Articles |||: |: |: ||||: |: |: | 4.40

Stanford Achievement Test Reports ||||: ||||: ||||: ||||: ___: |: ___ 5.42

Mailed Pamphlets/Articles/Documents ||||: ||||: ||||: ||||: ||: |: | 5.28

Note: Please identify any uses on reverse side - important!

3. To what extent do you feel you were kept informed of Center plans or activities (workshops, courses, publications, visitations, etc.)? ——————→ 4.81

High ||||: ||||: |||: ||||: ||: ||: ___ Low

4. If you participated in any of the following Center sponsored activities, in general how would you rate their value to you? 5.33

University Credit Data Course High |: ___: |: |: |: ___: ___ Low 4.75

Data Seminars or Workshops ||||: |: ||: ||||: ||: ___: ___ 5.08

School Visitations |||: ||||: ||: |: ___: |: ___ 5.67

Special Center Staff Consultancies ||||: ||||: ||||: |: |: |: ___ 5.34

5. If possible in the near future, which (if any) of the Center's Services to districts would you wish to see reactivated?

REACTIVATE (OR CONTINUE) SERVICES: 48.2% - YES

Table 1

TOTAL MEANS

SCHOOL RESPONDENTS IN REGION

	OVERALL	LARGE	SMALL
1. Met Purpose?	4.37	4.35	4.38
2. Services of Value?	4.57	4.81	4.25
Printouts	3.91	4.33	3.13
Reports	4.90	5.18	4.60
Abstracts	4.00	4.00	4.00
SAT	5.41	5.58	5.20
Pamphlets	4.91	4.77	5.11
3. Kept Informed?	5.49	5.45	5.54
4. Participated?	4.79	5.15	4.33
University Course	4.00	4.75	1.00
Data Seminar	4.84	5.37	3.75
School Visits	5.65	5.89	5.20
Staff Consultancy	5.19	5.63	4.75
5. Reactivate Services?	50.0%	52.6%	46.2%
Total Ratings	4.22	4.37	3.99

Table 2

MEANS OF SUPERINTENDENTS' RESPONSES

	OVERALL	LARGE	SMALL
1. Met Purpose?	5.00	5.33	4.75
2. Services of Value?	5.00	5.07	6.30
Printouts	4.29	5.33	3.50
Reports	5.29	5.33	4.25
Abstracts	4.00	4.00	4.00
SAT	5.72	5.00	6.25
Pamphlets	5.72	5.40	5.75
3. Kept Informed	6.14	.00	6.25
4. Participated?	4.50	4.30	4.56
University Course	5.00	5.00	4.00
Data Seminar	4.50	5.00	4.00
School Visits	5.14	5.50	6.50
Staff Consultancy	5.14	6.00	5.33
5. Reactivate Services?	42.9%	33%	75%

Table 3

MEAN RESPONSES OF

ASSISTANT SUPERINTENDENTS - PAC MEMBERS

	OVERALL	LARGE	SMALL
1. Met Purpose?	4.80	4.00	6.00
2. Services of Value?	5.67	5.73	5.55
Printouts	4.75	5.00	4.00
Reports	5.33	5.50	5.00
Abstracts	7.00	7.00	7.00
SAT	6.20	6.33	6.00
Pamphlets	5.50	5.50	5.50
3. Kept Informed?	6.80	7.00	6.50
4. Participated?	6.30	6.43	6.00
University Course	6.00	7.00	--
Data Seminar	6.33	6.50	5.00
School Visits	6.27	6.50	6.00
Staff Consultancy	6.50	6.00	7.00
5. Reactivate Services?	80%	100%	50%

Table 4

MEAN RESPONSES OF SECONDARY PRINCIPALS

	OVERALL	LARGE	SMALL
1. Met Purpose?	3.40	2.33	5.00
2. Services of Value?	4.27	4.00	4.75
Printouts	4.00	4.00	--
Reports	4.67	4.00	5.00
Abstracts	4.00	4.00	--
SAT	4.00	5.50	4.00
Pamphlets	3.00	1.00	5.00
3. Kept Informed?	4.50	3.67	5.50
4. Participated?	5.00	5.00	5.00
University Course	3.00	3.00	--.
Data Seminar			
School Visits	6.00	7.00	5.00
Staff Consultancy	5.00	--	5.00
5. Reactivate Services?	40%	33%	50%

Table 5

MEAN RESPONSES OF SECONDARY COUNSELLORS

	OVERALL	LARGE	SMALL
1. Met Purpose?	4.75	5.20	4.00
2. Services of Value?	4.00	4.87	3.63
Printouts	3.72	4.20	2.50
Reports	4.84	5.25	4.00
Abstracts	2.00	1.00	2.00
SAT	5.33	7.00	4.50
Pamphlets	4.40	5.75	2.50
3. Kept Informed?	5.62	6.00	5.00
4. Participated?	4.39	5.07	2.60
University Course	2.50	4.00	1.00
Data Seminar	4.40	4.75	3.00
School Visits	4.80	5.50	2.00
Staff Consultancy	5.60	5.25	3.50
5. Reactivate Services?	37.5%	40%	33%

Table 6

MEAN RESPONSES OF ELEMENTARY PRINCIPALS

	OVERALL	LARGE	SMALL
1. Met Purpose?	3.62	4.33	2.00
2. Services of Value?	3.33	3.90	2.20
Printouts	2.33	2.50	2.00
Reports	3.50	5.00	2.00
Abstracts	3.00	4.00	2.00
SAT	4.25	5.00	2.00
Pamphlets	3.25	3.33	3.00
3. Kept Informed?	4.25	4.83	4.00
4. Participated?	4.00	6.00	3.00
University Course	--	--	--
Data Seminar	4.50	6.00	3.00
School Visits			
Staff Consultancy	3.00	--	3.00
5. Reactivate Services?	50%	66.7%	0

7.00

6.00

5.00

4.00

MID RATING

KEPT INFORMED?

CONTINUE SOME OR ALL SERVICES (PERCENT/10)

VALUE OF PARTICIPATIONS

VALUE OF CENTER SERVICES

OVERALL RATING (ALL SCALES)

CONSISTENT WITH ORIGINAL PURPOSE?

Fig. 1 MEAN RESPONSES — School RESPONDENTS

HIGH

7.00

6.00

RATING --->

5.00

MID

4.00

LOW

KEPT INFORMED?

CONSISTENT WITH ORIGINAL PURPOSE?

VALUE OF CENTER SERVICES

VALUE OF PARTICIPATIONS

CONTINUE SOME OR ALL SERVICES (PER CENT/10)

SMALL

OVERALL AV.

LARGE

SCHOOL DISTRICT SIZE →

Fig. 2 - MEAN RESPONSES - SUPERINTENDENTS

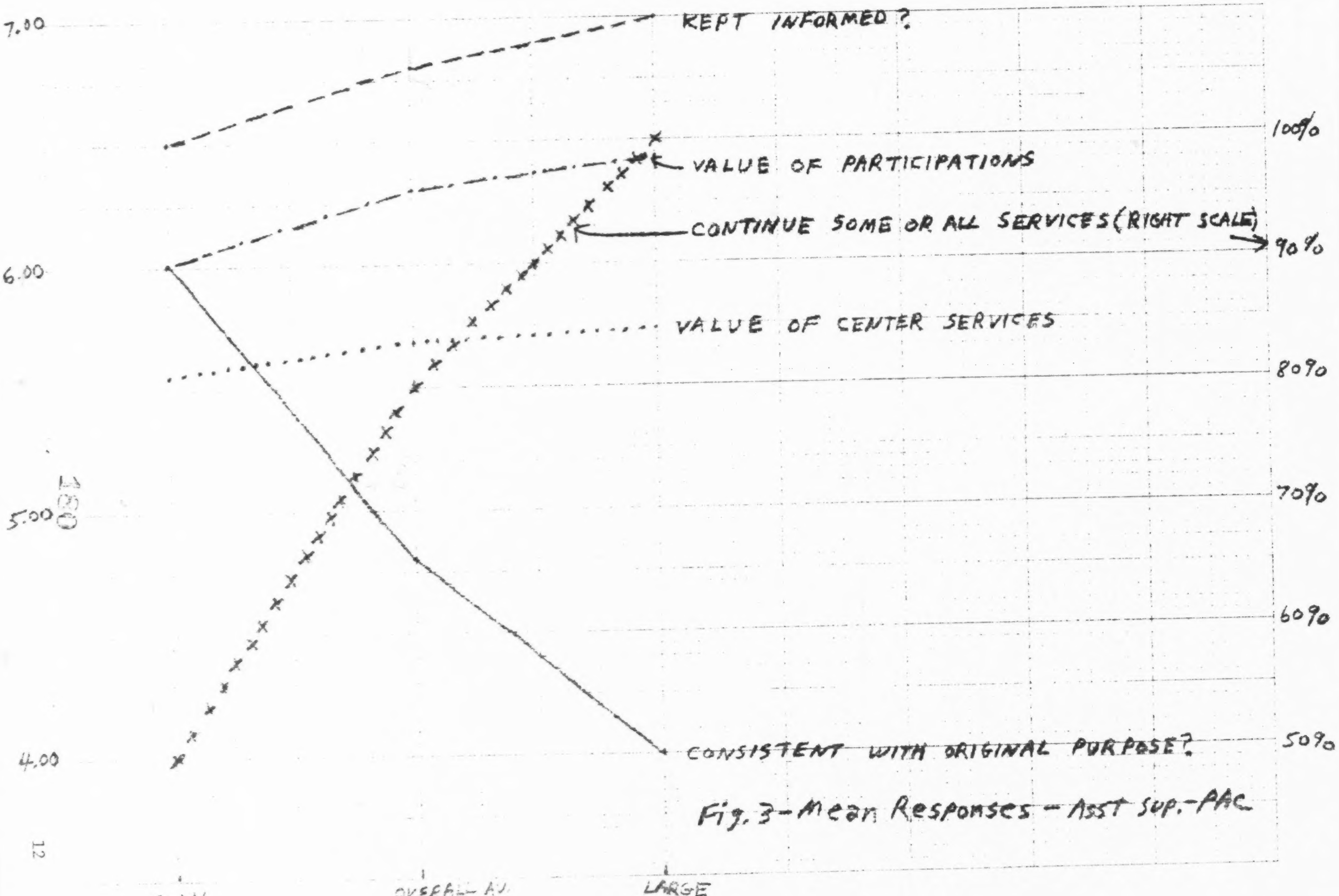

Fig. 3 - Mean Responses - Asst Sup. - PAC

7.00

6.00

5 00

4.00

3.00

2.00

1.00

RATING

VALUE OF PARTICIPATIONS

VALUE OF CENTER SERVICES

KEPT INFORMED?

CONTINUE SOME OR ALL SERVICES? (PERCENT/10)

CONSISTENT WITH ORIGINAL PURPOSE?

SMALL

OVERALL AVG

LARGE

Fig. 4 - SECONDARY PRINCIPALS - MEAN RESPONSES

7.00
6.00
5.00
4.00
3.00
2.00
1.00

RATING →

KEPT INFORMED?
CONSISTENT WITH ORIGINAL PURPOSE?
VALUE OF PARTICIPATIONS
VALUE OF CENTER SERVICES
CONTINUE SOME OR ALL SERVICES (PER CENT/10)

SMALL
OVERALL AV.
LARGE
SCHOOL DISTRICT SIZE →

Fig. 5 - SECONDARY COUNSELLORS — MEAN RESPONSES

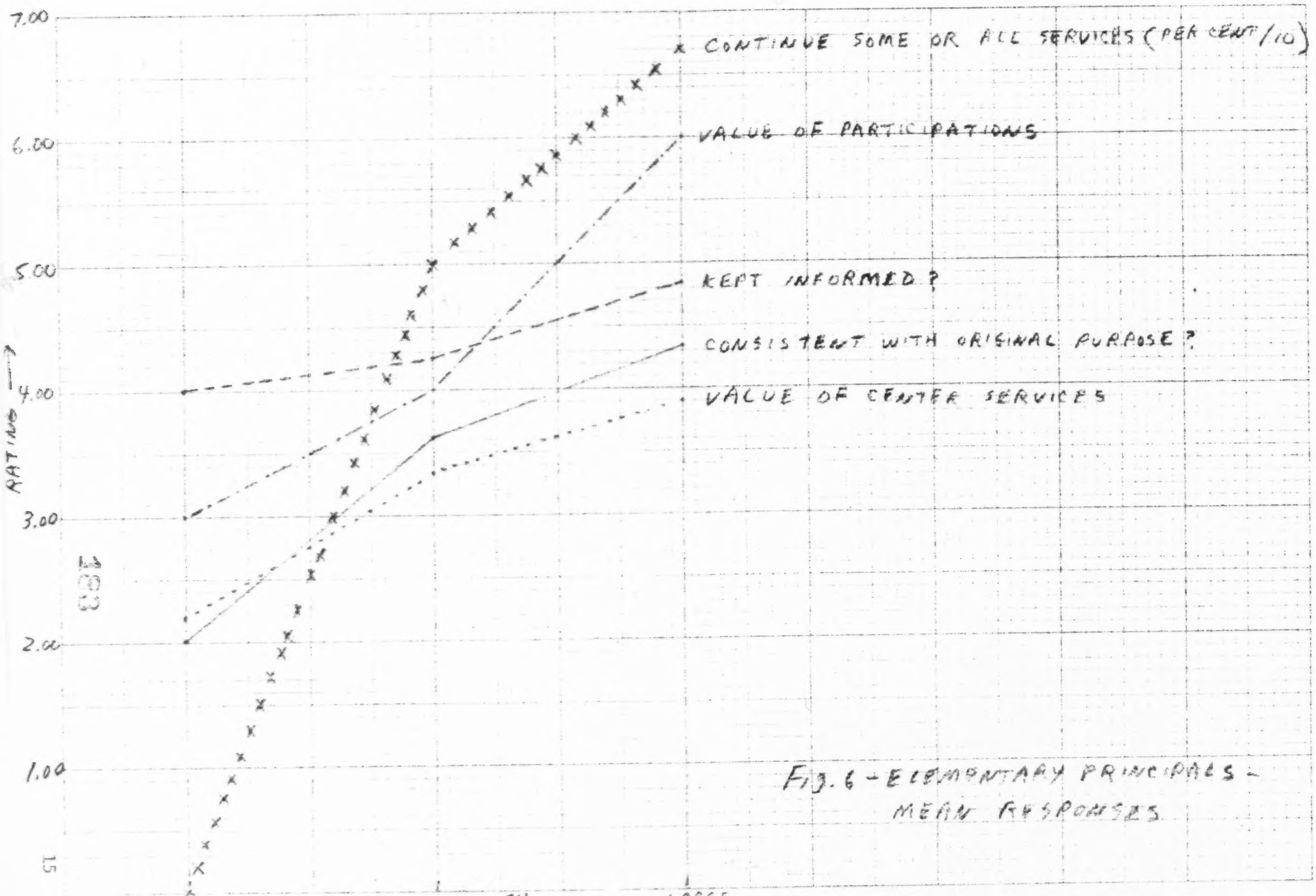

FIG. 6 - ELEMENTARY PRINCIPALS - MEAN RESPONSES

The groups that rated the Center services and participations highest were the Assistant Superintendents, PAC group, Secondary Counsellors and Elementary Principals, with members from the larger districts giving the highest ratings. The desire to continue some or all services follows these same trends for these groups, with the Assistant Superintendent - PAC group and the Elementary Principals most eager for continued services. The trends for Secondary Principals run in the opposite direction (the highest ratings for value of services and continue services came from Secondary Principals in the smaller districts. Both the Secondary Principals and Assistant Superintendents - PAC members from the smaller districts felt a high consistency of purpose, while these same respondents from the larger districts felt that the Center was much less consistent with the original purposes.

The trends among the Superintendents are not as consistent. There seemed to be less satisfaction with Center participations and hence less of a desire to continue services among the larger districts. However, the Center services were more highly valued and the Center's consistency with the original purpose more highly rated by the large district Superintendents than by the smaller district superintendents.

The high rankings of Center Services and participation in activities by both the Assistant Superintendent - PAC group and the Secondary Counsellors and Principals of the larger districts may point to the emergence of a highly active middle management staff group in the large districts that has not emerged in the smaller districts - still governed by the traditional line approach to school administration. The Center's activities in general centered on these individuals as key personnel in their respective districts and the individual's success in acting as a middle-man or clearing house for Center

activities may be reflected in these ratings. The smaller districts, perhaps because of their traditional organization and lack of pressing need for change to meet growing pains may not have yet developed a group of active middle managers.

SUPPLEMENT

USES OF THE STUDENT INFORMATION SYSTEM

INPUTS AND OUTPUTS: RAW AND INTERPRETED DATA

In addition to the Final Report Questionnaire mailed out to personnel in the Western Region, an interview of selected personnel was performed utilizing the check-list that follows. The purpose of the interview was to determine who used the many products and services of WN-REC and what effects on school operations are identifiable as a result of that use. The check-list used during the interviews is enclosed.

Table 7 shows the results of the interviews. The responses from the two types of school districts are similar until one reaches the questions: Changes and the questions which follow. In these areas the large districts score quite differently - fewer changes seem necessary, more bad effects (largely morale type problems) are identified and fewer good side effects or more bad side effects are identified. Interestingly enough, the smaller districts report no cases of bad effects while citing moderate proportions (but higher than do the larger districts) of good effects.

The "acceptance" is a weighted average of each of the percentages in the table expressed as a positive effect (e.g., for large schools 13.7% say bad effects were observed, therefore 86.3% say no bad effects were observed; this is used as the "positive effect" for averaging purposes). Using this method of weighting the responses we find that the small districts "accepted" the student information system to a greater

CHECK LIST

WESTERN NEVADA REGIONAL EDUCATION CENTER

USES OF THE SIS

BY SCHOOL PEOPLE IN WESTERN NEVADA

Use - Who Used?

	Use of Student Data Forms	SIS Printouts	Stand. Test Results	Tech. Reports on Students	Tech. Reports on Teachers	Tech. Reports on New Curricula	Pamphlets & Abstracts Supplied	Course Listings
Superintendent								
Asst. Superintendent								
Clerk								
PAC								
Sec. Principal								
Sec. Counselors								
Elem. Principal								
Elem. Counselors								
Teachers								
School Board								

	Was Training Required for their Use? (Check if Yes)	Was Lead and Lag Time Necessary for Absorption? (Check if Yes	Was Organizational Commitment made for us? (Check if Yes)	How Flexible did you find the System? (+ if flexible, - if inflexible)	What Changes are Needed? (+ if needed, - if not needed)			

Results (Check if yes)

	Use of Student Data Forms	SIS Printouts	Stand. Test Results	Tech. Reports on Students	Tech. Reports on Teachers	Tech. Reports on New Curricula	Pamphlets & Abstracts Supplied	Course Listings
Beneficial to:								
Students								
Teachers								
Administrators								
Curr. & Operation?								
Community?								
Bad Effects								
Students								
Teachers								
Administrators								
Curr. & Operation?								
Community?								
Side Effects								
Good								
Bad								

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Table 7 - Total Means

School Respondents in Region

Checklist Question	Large Districts (%)**	Small Districts (%)	Overall
Who Used (80)*	30.0	30.0	30.0
Training, Lead, Commitment (24)	57.7	59.8	59.8
Flexible (24)	75.0	75.0	75.0
Changes (24)	41.7	78.2	60.5
Good Effects (40)	33.7	35.0	34.4
Bad Effects (40)	13.7	0	6.9
Side Effects - Good (8)	18.8	50.0	34.4
Side Effects - Bad (8)	56.2	0	28.1
Average "Acceptance"+ (Weighted)	37.4	51.4	45.2

* Numbers in parentheses indicate the maximum possible score for that question (or set of questions)

** Entries in the table are proportion of total possible score (number of squares checked), or in the case of the questions: flexible and and changes, a weighted score.

+ Weighted mean of percentages in each category measured in "positive" direction.

extent than did the larger districts. Why did smaller districts express a greater degree of acceptance (on this measure) than did larger districts? Perhaps this computer-based analysis system is giving the smaller districts something they never had before - and they are small enough to spread the word by conversational techniques. The larger districts, on the other hand, may see the computer-based analysis system as merely a supplement to services they already have - this, coupled with a larger number of people may inhibit the spreading of the information by word of mouth. In short, people discuss something <u>new</u> but not something that is merely <u>supplemental</u>.

A Series of Miscellaneous Bulletins, Announcements and Letters Pertaining to Some of WN-REC's Activities During 1970-71 Follows:

WESTERN NEVADA REGIONAL EDUCATION CENTER - LOVELOCK, NEVADA 89419

TO: PAC MEMBERS

DATE: July 7, 1970

SUBJECT: SPECIAL MEETING OF PAC AT SQUAW VALLEY, JULY 15, 1970

A recent conference with the PAC Chairman, Bill Hammer, resulted in the decision that we hold a meeting of the PAC one evening during the week of the SDE-EPIC Planning Workshop in Squaw Valley, July 15-17. We selected the evening of Wednesday, July 15th - immediately following dinner in a room to be announced later.

Of immediate concern to the districts and the Center is the following stipulation contained in the Department's grant award letter of June 17, 1970:

> "A listing of the specific, measurable objectives to be accomplished during the third grant period. Said objectives shall be prioritized by anticipated process and product outcomes and shall include the application of the student information system to the assessment of learner needs in the Region."

Follow-up discussions with Department personnel were so general as to provide few "leads" or specifics. Of course, the Center staff has some ideas and perceptions but it does not wish to commit them previous to exploratory conferences with the PAC, members of the Board, and other concerned parties. The Center must, however, answer the above request by September 1st. Thus our desire to discuss "assessment of learner needs in the region" with you July 15th.

The second item requiring discussion is the projected data utilization workshop requested by the Board. It will take place in Fallon on August 21st. The eight Superintendents will request that all administrators, specialists, and Center staff personnel attend. The purpose is to inform participants on ways in which the data collected, stored, and disseminated by the Center, can be of help to the districts.

If the day is to be profitably spent, the Center staff must have suggestions from Regional colleagues. What are the real factors necessitating the workshop - knowledge, skills, communications, attitudes, or what? What might be the content of the workshop? Should a consultant and/or speaker be retained? If so, what type? We want the day to be worthy of the time and efforts of the districts' participants.

Hope to see you the evening of July 15th at Squaw Valley. If not, a Center staff member will try to confer with you before August 1st.

WESTERN NEVADA REGIONAL EDUCATION CENTER - LOVELOCK, NEVADA 89419

TO: WN-REC BOARD, PAC, AND SELECTED CENTER ASSOCIATES

SUBJECT: CLELAND-KING PROJECT MANAGEMENT RETREAT,
SQUAW VALLEY, JULY 19-21

Dear Colleague:

During a recent excursion (vacation) to Sacramento, I learned of a "project management retreat" being planned by the Educational Resources Agency (ERA) - the multi-county Title III supplementary center in Sacramento. The enclosed material will introduce you to the retreat and the consultants, Dr. David Cleland and Dr. William King.

Workshops conducted by these consultants during 1969-70 in California have resulted in several school districts and county offices revising their project management approaches and/or adopting new organizational structures. When considering techniques and procedures for converting to PPBS, the districts/counties have found their ideas and experiences extremely helpful.

Of necessity, ERA has restricted participation to fifty "Californians". Fortunately the WN-REC staff was extended an invitation. However, ERA has extended a special invitation to Center identified persons to "observe" all or parts of the retreat. Thus this notice to you.

You would find the exposure to their presentations well worthwhile. While the Center cannot underwrite any expenses incurred, it will obtain programs, instructional materials, and resulting reports for those who visit the retreat.

If you are interested in being an observer (possibly even a participant if ERA's enrollment permits), please let me know as soon as possible so that I may inform ERA. Your interest will not be taken as a commitment to attend. It will merely permit the Center and ERA to plan accordingly.

Sincerely,

vmh/msm
encs.
7/7/70

WN-REC

WESTERN NEVADA REGIONAL EDUCATION CENTER - LOVELOCK, NEVADA 89419

TO: WN-REC DISTRICTS AND ELKO COUNTY 9/10/70

SUBJECT: DROP-IN CPIR WORKSHOP AT CENTER 9/18/70

Dear Colleague:

At the request of a few districts, we have made arrangements for a representative of the SDE (Kay Palmer) to be at the Center on Thursday, September 17th. During this time he will be available to help district representatives complete their federal Consolidated Pupil Information Report (CPIR). You are invited to drop-in any time between 10:00 and 3:00 that day and request his assistance.

vmh/msm

WESTERN NEVADA REGIONAL EDUCATION CENTER - LOVELOCK, NEVADA 89419

TO: WN-REC BOARD AND PAC MEMBERS September 15, 1970

SUBJECT: CENTER PROGRESS REPORT

This report on the Center's activities is submitted for your examination.

Projects' Resume:

Enclosed is a copy of the Resume of WN-REC Projects for 1970-71. Of particular interest to the Center's regional colleagues will be the brief introductions to some "Learner Needs Projects" (pages 3-5). These projects will encourage some significant applications of the student data base in analytical situations. As each learner need project progresses, all districts will be informed so that they may "audit" the activities if they so desire. When possible, significant presentations will be correlated with PAC and/or Board meetings.

WN-REC Research Reports:

During the summer, Ted Brough, Research Specialist, has analyzed data from the Student Information System. The results, while retaining the districts' anonymity, are published in brief booklets and are summarized on single sheets. Following discussions with the participating school or district, the publications are distributed to interested persons - PAC, Board, state committees, SDE, etc. The summary sheets receive much broader distribution.

SIS Handbook:

The Center staff is writing and printing a SIS User's Handbook. It will be distributed to all prospective users during October. Some handbook sections are: System Design, Computer Programs, Research Summaries, Collecting Data, Available Services, and Sample Printouts. This activity will result in a single reference handbook to serve all possible persons/agencies participating in the SIS.

Data Printouts:

As student data computer printouts are received from the State Data Center they are forwarded to participating districts. Verbal explanations accompany the sheets when possible.

Unfortunately, the state computer center has informed us that data updating/additions cannot be handled by them until November - contrary to our hopes of last spring. When the time is appropriate, districts will receive instructions and assistance on this relatively simple procedure. In the meantime, districts should save all distributed printouts for use later this fall.

Data Collectors' Workshop:

On August 6th a data collector's workshop was held at the Center. As a result of considerable "give-and-take" on data collection problems, procedures, and needs, several excellent recommendations were made to the Center. These will be incorporated in the new SIS Handbook.

The participants requested a regional meeting of data clerks in order to exchange ideas relative to record keeping procedures in the districts. The Center will arrange such a session if at all possible.

Future Center Conferences

The Center is making arrangements to sponsor several conferences within the Region this fall:

"Junior High Student Decision Making" - a report and discussion about the Folsom (Calif.) student decision making project. Though primarily intended to augment the Churchill learner need project, this presentation will be of interest to many regional educators.

"Project VIEW" - an introduction to the purposes, procedures, and materials of project VIEW - Vital Information for Education and Work. It will be presented by the Sacramento County Office of Education. The Center has a complete set of VIEW cards and printed materials plus a portable micro-reader.

"Rural Shared Services" - an introduction to exemplary rural multi-district educational programs discovered or developed by the Northwest Regional Laboratory. This session, conducted by the Northwest Laboratory, will be of special interest to all persons investigating the improvement of rural education via the regional, multi-district, shared services, or educational coop approaches.

Data Analysis Training Sessions:

Having established an operational student data base in all districts, though not at all grade levels, the opportunity for data analysis exists. The staff is planning to offer introductory sessions on manipulating student data so as to reveal or confirm student needs/problems. These sessions will be held this winter if interest and/or enrollment warrant.

UNR Graduate Students:

Arrangements are being made with Dean Cain and Dr. Jack Davis to retain the services of some graduate students this year. Employment arrangements will be made through Davis' planning unit but research activities will be assigned and supervised by the Center. At various stages in the Center's projects the special talents of these students, plus faculty members, will be utilized.

Secondary Course Titles Handbook:

This publication will (1) list all courses reported to the Center; (2) identify parent schools; and (3) attach a state-wide usable code number. This report will be of particular interest to secondary curriculum analysts and any agency planning computerized secondary services.

WN-REC

WESTERN NEVADA REGIONAL EDUCATION CENTER - LOVELOCK, NEVADA 89419

Dear

October 12, 1970

For over a year educators in Western Nevada have been receiving information/printouts from the Boulder Information Retrieval Center. These have been possible as a result of WN-REC's contacts with the Boulder Center and through the utilization of ESEA Title III funds.

Boulder recently inquired as to the possibility of Nevada's joining their Six-State Network of Information Retrieval. This Center forwarded the inquiry to the Nevada State Department of Education. With the understanding that there could be no advance commitments, they approved my arranging a presentation in Nevada. Such will be held at the Cal-Neva Lodge, North Shore, Lake Tahoe, Tuesday, October 27th at 9:00 a.m. It should last approximately one hour plus any discussion.

Considering your interests in educational data/information, we thought you and/or your representative might be interested in attending the session. Your reactions to the presentation would be of considerable value in considering the possibilities of Nevada joining the multi-state information network.

Please find enclosed a copy of an article introducing the service.

Sincerely,

Victor M. Hyden, Jr.
Director

vmh/msm
enc.

AT BOULDER CENTER

INFORMATION RETRIEVAL SEARCHES EDUCATORS' REQUESTS

"Services of the Information Retrieval Center of the Northern Colorado Educational Board of Cooperative Services are readily available to all 7 member school districts," according to Information Retrieval Director William H. McCleary. The Center provides educational research and resource material for teachers, librarians, teacher aides, administrators, and parent study groups requesting information. These school personnel contacting the Center receive information in the form of abstracts (summaries) of research and resource materials printed by the Center's computer to match their request.

In addition to the computer's printouts of abstracted information, the Center provides manual search services conducted by the reference librarians. Two project reference librarians provide annotated lists and summaries of print and non-print materials and resources requested by people using services of the Center.

Mr. McCleary describes a requestor's use of the Information Retrieval Center's services in this way,"An individual with a question, area of interest or problem of an educational nature contacts the Information Retrieval Center by phone or letter. Members of the Center's staff analyze the request and assign educational key words or descriptor terms matching the request to the problem area. These terms are fed into the computer and abstracts are selected from the stored data bank of educational information . Reference librarians simultaneously research the individual's request at local libraries and reference centers. The final result is a profile of the latest research reports, dissertation summaries, periodicals, books, and other pertinent information which is then compiled and mailed to the requestor.

Mr. McCleary mentions that "New information is constantly being stored in the Center's data bank with abstracts covering many sources The major area of input comes from abstracts written and placed in the system by the U.S. Office of Education's 20 Educational Resources Information Center (ERIC) Clearinghouses located across the country. ERIC Central in Washington, D.C., publishes a monthly document, Research in Education (RIE),a compilation of abstracts from all the clearinghouses.

After he receives the profile of educational information relevant to his request, the requestor may order any full document of an abstract he would like to study further in microfiche or hard copy from the Center. The Information Retrieval Center is now providing services to school personnel throughout the state of Colorado as well as expanding the scope of its present services and developing training programs to include the states of Utah, Wyoming, South Dakota, Washington, and Oregon.

Transparency presentations and a tape-slide talk describing services of the Information Retrieval Center, given by members of the staff, are available on request to interested and potential users, by contacting the Center.

LOCATED IN BOULDER

New Clearinghouse Opens

William McCleary, Director of the Information Retrieval Center of the BOCS, is on the advisory board of the Clearinghouse for Social Science Education, recently established at 970 Aurora, in Boulder. ChESS, the newest of 20 clearinghouses in the U.S. Office of Education' Educational Resources Information Center (ERIC) network, is jointly sponsored by the University of Colorado and by the Social Science Education Consortium, Inc. (SSEC).

Director of ERIC/ChESS is Dr. Nicholas Helburn, Professor of Geography at Western Michigan University during the past year, and former director of the High School Geography Project in Boulder from 1964 to 1969. Associate Director is Dr. Irving Morrissett, Executive Director of SSEC and Professor of Economics. Mrs. Violet Wagener, ligrarian and former ESEA Title III Director, is Assistant Director.

Established in May, ChESS began to scan current research and research-related documents in the fields of social studies and social science education for inclusion in ERIC's two major monthly publications: Research in Education (RIE) and Current Index to Journals in Education (CIJE), a monthly annotated index to more than 500 journals. Two ChESS Information analysts abstract and index 30 to 50 documents a month for RIE, and annotate articles from 14 journals of interest to social studies and social science educators, for CIJE.

Informational publications, tape-slide presentations, and other programs will be designed to facilitate exchange of information among professional organizations, local school districts, state and regional agencies, businesses, and other education oriented groups.

WESTERN NEVADA REGIONAL EDUCATION CENTER - LOVELOCK, NEVADA 89419

TO: WN-REC BOARD AND PAC

November 9, 1970

INVITATION TO

SACRAMENTO STUDENT PERSONNEL SERVICE PRESENTATION

One of the Center's projected activities for the current school year was the introduction of the Sacramento Student Personnel Service on a pilot basis within the Region. The Churchill County School District has expressed interest in exploring the potentials of such a program.

Monday, November 23rd, at 10:00 a.m. the Sacramento Regional Data Processing Center will present a two-hour introduction to the student package (scheduling, grade reporting, attendance accounting, California student profile, etc.). It will be held in the Board Room at the Administrative Center, Fallon. Churchill's principals, counselors, and central office staff will attend this meeting.

All interested persons from within the Region are invited to attend that morning meeting. Any group of two or more planning to attend should notify Bill Hammer (telephone 423-5111).

This student package is similar to the service adopted by the Eastern Center two years ago and being used by some secondary schools in that Region. The Sacramento operation has developed a limited elementary grades package which will be introduced in Fallon.

WN-REC
11/70

EDUCATIONAL INFORMATION NEEDS OF NEVADA LEGISLATORS, 1971-A STUDY

PROJECT GOAL: TO PROVIDE APPROPRIATE NEVADA EDUCATIONAL AGENCIES WITH INFORMATION RELATIVE TO LEGISLATORS' NEEDS DURING THE 1971 SESSION OF THE NEVADA STATE LEGISLATURE.

OBJECTIVE I - Identifying Data/Information Needs

TO IDENTIFY THE ANTICIPATED EDUCATIONAL DATA/INFORMATION NEEDS OF ASSEMBLY AND SENATE MEMBERS SERVING IN THE 1971 LEGISLATIVE SESSION. SUCH IDENTIFICATION TO RESULT IN A PRINTED REPORT (100 COPIES) SUBMITTED TO WN-REC BY THE CONTRACTUAL AGENCY NO LATER THAN JANUARY 5, 1971.

The Report shall incorporate an analysis of the following factors:

A. The Legislators' identification of the major educational issues or concerns which they anticipate will confront the Legislature during 1971 and those which might become significant in future sessions.

B. In light of the responses to the preceding factor, the identity of types of educational information having the most potential value for use in making legislative decisions.

C. The identity and rating of those educational type sources of data/information previously utilized by legislators plus the extent to which non-education type sources (mass media, friends, informal groups, etc.) are relied upon.

D. The identity of significant background data on responding legislators - legislative, professional, and personal.

OBJECTIVE II - Disseminating Needs Report

TO DISTRIBUTE WITHIN FIVE DAYS OF ACCEPTANCE COPIES OF THE REPORT TO APPROPRIATE AGENCIES AND DISTRIBUTE BEFORE THE START OF THE LEGISLATIVE SESSION A NEWS RELEASE PERTAINING TO FACTORS "A" AND "B" UNDER OBJECTIVE I.

WN-REC
1/19/71

DATA/INFORMATION WORKSHOP #1

PREPARING A WINNING PROPOSAL

Place:	Reno area (enrollees will be informed where).
Dates:	Wednesday and Thursday, February 10-11, 1971.
Times:	10:00 - 12:00 and 1:00 - 4:00 each day.
Purpose:	TO UPGRADE PARTICIPANTS' CAPABILITIES IN PREPARING VARIOUS TYPES OF PROPOSALS (federal, state, foundation, school board, etc.)
Enrollment:	No enrollment beyond Monday, February 1, 1971 in order to determine printing and materials requirements.
Participation:	Limited to twenty persons with WN-REC area constituents receiving preference if the situation arises. Each participant pays his own expenses.
University Credit:	None has been arranged but the possibilities of attaching participation credit to a proposed spring data usage seminar is being explored. If such results, enrollees will be so informed immediately.

WORKSHOP LEADERS

The Western Nevada Regional Education Center is pleased to have arranged this workshop for its constituents - primarily because of the outstanding consultant firm which has been retained -- R. E. Corrigan Associates of Anaheim, California. Dr. Robert Corrigan is considered one of the nation's leading system analysis, educational planners, data analysts, and project developers. Among his credits are (1) the proposal which founded the Oakland Community College concept in Michigan (a total self-directed learning school); (2) Operation PEP in California; (3) program SAFE (A System Approach For Education); and (4) having been Vice-President, Instructional Division, Litton Industries. He and his wife, Betty, have conducted many successful PPBS, management, and education planning workshops for public school systems. Betty was a classroom teacher previous to her concentration on developing student performance objectives and classroom planning techniques.

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WORKSHOP DESCRIPTION

Starting at ten o'clock each morning, the Corrigans will guide participants through progressive activities - all of them pertaining to the workshop's purpose. Some of these activities are discussions on proposals content, developing checklists, data usage, writing objectives, suggestions on evaluation designs, developing a simple but useful system model and recognizing proposal requirements. In brief - working on the basic ingredients necessary to planning and implementing any performance oriented project. Two full days of participation is required if enrollees are to realize full value. All necessary material and printed documents will be supplied by WN-REC.

If you are interested in participating in this potentially exciting experience, mail the following to WN-REC immediately!

To: WN-REC, Box 421, Lovelock, Nevada 89419

Interest Response

Data/Information Workshop #1 - PREPARING A WINNING PROPOSAL

I am interested in participating, at my or my district's expense, in the Data/Information Workshop #1 - PREPARING A WINNING PROPOSAL on February 10-11, 1971. Please send me additional information and confirmation of my enrollment.

Comments:

Signed_____

Organization_____

_____

Address_____

_____

WN-REC
1/27/71

Please Post

ANNOUNCEMENT

SPRING, 1971, UNIVERSITY OF NEVADA (RENO) GRADUATE COURSE

INTERPRETING AND USING EDUCATIONAL DATA

DESCRIPTION:

Course: Readings in School Administration 953

Credit: 2 graduate credits.

Content: A series of presentations, demonstrations, discussions, and practicums on understanding, interpreting, and using educational data/information in various situations. The course will be of value to all educators with individual and/or group work being determined by the educational interests of participating teachers, counselors, administrators, specialists, etc. This course emphasises practical data usage. See the attached "Course Outline" for potential topics.

INSTRUCTION:

Instructor: Theodore G. Brough, Research Specialist, Western Nevada Regional Education Center, Lovelock.

Special Workshops: Enrollees will be granted class attendance credit if they attend some of the data/information workshops planned by the Western Center. Sessions are planned on proposal preparation survey techniques, standardized tests, educational needs studies, and student data systems. These will be conducted by the Center independent of this credit course. However, Brough will make arrangements for class attendance credit for participating enrollees.

ENROLLMENT:

Organizational: For organizational purposes only, all interested persons will meet Thursday, February 11, in Churchill County School District Administrative Board Room, 545 East Richards, Fallon, at 7:30 p.m.

Meeting Sites/Dates: These will be determined by the enrollees at the Fallon meeting and by the information obtained from the "Interest Response" below. If enrollment and/or interest dictates, more than one meeting place could be arranged (Fallon, Yerington, Carson City, Fernley, Lovelock, etc.?).

Return to WN-REC, Box 421, Lovelock, 89419

Interest Response

Credit Course: INTERPRETING AND USING EDUCATIONAL DATA

I am interested in enrolling in the above course. I (will, will not) be able to attend the organizational meeting in Fallon, Thursday, February 11, at 7:30. I would prefer that the regular class sessions be held in _____ on _____ evenings.

Comment:

Signed _____

Position _____

Organization _____

Address _____

_____

WN-REC (Brough)
1/27/71

Course Outline

INTERPRETING AND USING EDUCATIONAL DATA

PURPOSE: To gain experience in interpreting and using educational data wherever it may be found and in different situations.

1. Sources of Educational Data:
   a. Files - local and State.
   b. Outside Studies (technical papers) and Reports.
   c. Special Assessments and Needs Analyses.

2. Types of Student and Personnel Information Files and their possible uses in educational assessment.

3. Interpreting Educational Needs Assessment Studies.

4. Interpreting and Using Survey Type Data (such as the Gallup Study: Survey of The Public's Attitude Toward the Public Schools).

5. Interpreting and Using Standardized Test Results.

6. Using simple statistics to compare sets of data:
   a. Correlations
   b. Simple "t" tests
   c. F ratios and their meaning
   d. "Quick and Dirty" Tests

7. Statistical computer programs available locally:
   a. Multiple Regression
   b. Analysis of Variance

8. Graphical Interpretation of Data

9. Sources of Educational Data
   a. State and University Libraries
      (1) Journal Articles
      (2) Technical Reports
      (3) Theses and Doctoral Dissertations
   b. ERIC Information System
      (1) ERIC Survey Publications
      (2) Literature Search Services, such as U.S. Office of Education or Boulder, Colorado, Search Service
   c. District professional libraries and local files.

POSSIBLE TEXTS: Statistics in Psychology and Education, H. E. Garrett and R. S. Woodworth (New York: McKay, 1966).

Foundations of Behavioral Research: Educational and Psychological Inquiry, Fred N. Kerlinger (New York: Holt, 1964).

WN-REC
1/29/71

ANNOUNCING

EVALUATION SPECIALIST ADDED TO PROPOSAL WORKSHOP FEB. 10-11

Through the courtesy of Dr. Robert Corrigan, one of the Center's consultants for th proposal preparation workshop February 10-11, a third specialist will participate the two-day session in Sparks. He is Robert Kane, Evaluation Specialist, Division of Planning and Evaluation, California State Department of Education, Sacramento. Kane will participate in the workshop at no additional expense to the Center. Dr. Corrigan's underwriting this consultancy indicates the extent to which R. E. Corrigan Associates and the Center desire to offer a rewarding experience to participants.

Any person who has overlooked enrolling is urged to contact the Center <u>immediately</u>.

Return to WN-REC, Box 421, Lovelock, 89419

Interest Response

Credit Course: INTERPRETING AND USING EDUCATIONAL DATA

I am interested in enrolling in the above course. I (will, will not) be able to attend the organizational meeting in Fallon, Thursday, February 11, at 7:30. I would prefer that the regular class sessions be held in _____ on _____ evenings.

Comment:

Signed _____
Position _____
Organization _____
Address _____
_____ _____

ENROLLMENT:

Organizational: For organizational purposes only, all interested persons will meet Thursday, February 11, in Churchill County School District Administrative Board Room, 545 East Richards, Fallon, at 7:30 p.m.

Meeting Sites/Dates: These will be determined by the enrollees at the Fallon meeting and by the information obtained from the "Interest Response" below. If enrollment and/or interest dictates, more than one meeting place could be arranged (Fallon, Yerington, Carson City, Fernley, Lovelock, etc.?).

INSTRUCTION:

Instructor: Theodore G. Brough, Research Specialist, Western Nevada Regional Education Center, Lovelock.

Special Workshops: Enrollees will be granted class attendance credit if they attend some of the data/information workshops planned by the Western Center. Sessions are planned on proposal preparation, survey techniques, standardized tests, educational needs studies, and student data systems.

DESCRIPTION:

Course: Readings in School Administration 953

Credit: 2 graduate credits.

Content: A series of presentations, demonstrations, discussions, and practicums on understanding, interpreting, and using educational data/information in various situations. The course will be of value to all educators with individual and/or group work being determined by the educational interests of participating teachers, counselors, administrators, specialists, etc. This course emphasises practical data usage.

SPRING, 1971, UNIVERSITY OF NEVADA (RENO) GRADUATE COURSE

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INTERPRETING AND USING EDUCATIONAL DATA

WN-REC
1/29/71

DATA/INFORMATION WORKSHOP #2

INTERPRETING THE RESULTS OF THE NEVADA 1970 EDUCATIONAL NEEDS ASSESSMENT

Place: Yerington - Mason Valley Country Club*

Date: Tuesday, March 2, 1971

Time: 11:00 a.m. through lunch to approximately 2:30.

Participation: Open to interested educators and their guests (trustees, students, press, elected officials, general public). Participants will pay their own expenses.

University Credit: Persons enrolled in "Interpreting and Using Educational Data" (Readings in School Administration 953) can discuss possible class attendance credit with the instructor, Ted Brough.

LEADER - WORKSHOP #2

The study's coordinator, Dr. J. Clark Davis, Director, Research and Educational Planning Center, UNR, will discuss the (1) purposes of, (2) techniques used, and (3) potential uses of the study, Nevada Education: An Assessment, 1970. Open discussion of the study's findings, uses, and potential impact will be encouraged.

* Golf will follow for all interested persons!

Mail to: WN-REC, Box 421, Lovelock, Nevada 89419

Interest Response

Data/Information Workshop #2 - NEVADA NEEDS ASSESSMENT, 3/2/71

I am interested in participating in the above workshop in Yerington. Please keep me informed. Also, I (will, will not) plan to play golf following the session. I will keep you informed on any possible guests.

Comments:

Signed_____

Position_____

Organization_____

Address_____

_____

FROM: WESTERN NEVADA REGIONAL EDUCATION CENTER 3/3/71

TO: AREA ADMINISTRATORS AND COUNSELORS

SUBJECT: INTEREST IN PROJECTED WORKSHOP ON "USING STANDARDIZED TEST RESULTS"

At the request of some area administrators, the Center is tentatively planning a workshop on interpreting and using the results of standardized tests - with special concentration on student achievement tests. The Center is conferring with Dr. Robert Heimann, Arizona State University, relative to being the consultant.

It might be possible to hold two sessions on succeeding days in different locales - dependent on the consultant's availability. Each session should be at least four hours in length in order to allow time for the presentation and discussion.

In light of our having to cancel this week's workshop on "Nevada Needs Assessment" with Dr. J. Clark Davis, the Center must be assured of high regional interest before contracting with another consultant.

If you are interested in this workshop, please return immediately the following "Interest Response" - the Center will plan accordingly and inform you of the developments.

RETURN TO: WN-REC, Box 421, Lovelock, Nevada 89419

Interest Response

DATA/INFORMATION WORKSHOP #3 - "Using Standardized Test Results"

I am interested in participating in a four hour workshop on "Using Standardized Test Results". I would prefer a (full-day____ or afternoon_____) session sometime during (April_____ or May____).

My preference for a meeting place is _____or

_____. I understand that attendance will be at my own or my district's expense. In connection with this workshop, I would suggest the following topics:

_____ _____

Comments:

Signed_____ _____

Position_____

Organization_____

Address_____

_____ _____

WN-REC

WESTERN NEVADA REGIONAL EDUCATION CENTER - LOVELOCK, NEVADA 89419

April 13, 1971

Dear Superintendent:

At our last Board meeting I mentioned the advisability of the Center staff making a final appearance before an assemblage of administrators and counselors in each district.

This final dissemination activity would provide all parties with a final summation of the Center's work - its accomplishments, products, and impact. The Center staff would need between 30 and 40 minutes. Time should be allowed for any challenges and discussions. This activity should fulfill our final dissemination responsibilities before closing the Center on June 27, 1971.

If your school district would be able to host us it is important that we reserve the day as soon as possible. These presentations should take place between May 3rd and May 14th - before our evaluation team from Sacramento visits the eight districts. Please return the "Interest Response" below.

INTEREST RESPONSE

WN-REC FINAL REPORT TO DISTRICTS

Our district (will, will not) be able to host a final WN-REC presentation before the administrators/counselors during May. The best date for the presentation would be _____ at _____(time). I would estimate _____(number) in attendance.

Signed_____

Position_____

District_____

PAUL LAXALT
Governor

STATE OF NEVADA

EMPLOYMENT SECURITY DEPARTMENT

LEE H. BURNHAM
Executive Director

NEVADA STATE EMPLOYMENT SERVICE

UNEMPLOYMENT COMPENSATION SERVICE

August 26, 1970

Reply to 500 East Third Street
Carson City
Nevada 89701

Mr. Victor M. Hyden, Jr., Director
Western Nevada Regional Education Center
220 South Main Street
Lovelock, Nevada 89419

Dear Mr. Hyden:

My staff and I have reviewed in considerable detail the material you forwarded on July 31.

This review resulted in a consensus the Employment Security Department already has material available more suitable for its needs than that contained in the "VIEW" program. This material includes occupational briefs, occupational training directories, area wage surveys, licensed and certified occupations, and mini-guides.

Thank you for making the "VIEW" material available for our information. However, I do not see that we have a direct interest in the "VIEW" package at the present time.

Sincerely,

Lee H. Burnham

Lee H. Burnham
Executive Director

jif

Enclosures

Lincoln County School District

P. O. Box 118 — Phone 728-3235

PANACA, NEVADA 89042

PRESTON R. PRICE, Superintendent

September 23, 1970

Mr. Victor M. Hyden, Jr., Director
Western Nevada Regional Education Center
220 South Main
Lovelock, Nevada 89419

Dear Vic:

In response to your letter of September 18 I have reviewed the services that might be available under your student information system from the background given by Ted Brough.

We have decided to delay participation in this project, but will be interested in seeing your SIS User's Handbook when it is complete. Thanks for your interest in our school system.

Sincerely,

Preston R. Price
County Superintendent

PRP:dk

UNIVERSITY OF NEVADA, LAS VEGAS

Las Vegas, Nevada 89109

College of Education

Department of
Professional Studies

October 20, 1970

Western Nevada
Regional Ed. Center
Lovelock, Nevada 89419

Dear Vic and Ted:

It was a pleasure to visit with you fellows on the 15th. You have done a magnificent job and I hope it will continue for another three years if factors work for you. At least, I shall do what I can.

In the meantime I'm taking you up on your offer for information. I need the following:

1. Vocational counseling among drug abusers. Particularly what is the attitude of employers; the problems which drug abusers encounter? Levels of skills among drug abusers?

2. The effects of counseling, psychotherapy and chemotherapy among drug abusers. Are there any follow-up studies? Also, is there evidence as to what kinds of therapies work with what kinds of abusers?

3. Is there a composite of studies indicating the basic training of counselors in elementary and secondary schools? What is the trend, or trends of counselor training and what has been the response of school districts to such training? Further, are school districts using counselors prudently or is there still a trend to use them as programming specialists for student course programs or as administrative aides?

Thank you for any information.

Cordially,

Verdun

Dr. Verdun Trione
Associate Professor

VT:sc

CHURCHILL COUNTY SCHOOL DISTRICT
Fallon, Nevada

December 14, 1970

Mr. Vic Hayden
Western Nevada Regional
Education Center
Lovelock, Nevada

Dear Vic:

We very much appreciate your recent efforts in trying to find us a computer scheduling and records keeping system that we could find feasible. At this time we have definitely decided not to go into the computer programming for the next year.

If you find difficulty in getting a district in our area to take on this project we would probably reconsider and do it, at least for a year. We are currently involved in developing a scheduling process which we feel will be unique for our situation.

Many thanks for your assistance.

Sincerely,

Roy S. Hargrave
Counselor
Churchill County High School

RSH:rc

UNIVERSITY OF NEVADA • RENO
RENO, NEVADA 89507

GENERAL UNIVERSITY EXTENSION
OFFICE OF THE DEAN

TELEPHONE: Area Code 702
972-0781

January 25, 1971

Victor M. Hyden, Jr., Director
Western Nevada Regional Education Center
220 South Main
Lovelock, Nevada 89419

Dear Vic:

I am truly sorry that the termination action was taken, as I consider a number of your undertakings to have been of significant value to education in the Western Nevada area.

Sometimes we neglect to say, 'Thanks," to a person with whom we enjoy good working relationships. I want to make sure that you receive heartfelt "thanks" for the contribution you have made.

Best of luck to you in your future endeavors. Please count on me if I can be of assistance to you.

Sincerely,

Robert G. Whittemore
Dean

ts

See the WN-REC Continuation Application for 1969-70 Appendices A thru G for additional announcements, Organization Handbook, newsletters, etc., pertaining to the first fiscal year (1968-69)

See the WN-REC Continuation Application for 1970-71 Appendices C and D for additional announcements, responses and newsletters pertaining to the second fiscal year (1969-70).